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ABSTRACT

This manual is designed for teacher use for a 10-week course to prepare chronically unemployed adults to enter traditional clerical courses or job training programs offered by temporary-employment-agencies. The competency-based curriculum provides adults with basic skills in grammar, usage, reading, writing, listening, mathematics, keyboarding, and computers. Practice time for skills is built into the daily schedule and homework is minimal. The course requires four hours of instruction per day and is divided into four segments each day. It is set up as a fictitious company. Each week has a different theme to acquaint students briefly with some of the common operations of the business. The themes are receptionist; mail room; data entry; personnel secretary; secretary, quality control; sales and marketing; research and development; accounting and finance; manufacturing; and secretary to the president. The chapter format is as follows: list of competencies (math, English, office), suggested field trip, special materials needed, overview page of daily lessons, daily lesson outline, and exercises for each day, which may be photocopied for class use. Appendixes include sheets on which to score students on the competencies and bibliographies of supplemental texts and software. (YLB)

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A B E
PRE-VOCATIONAL SKILLS

A Teacher's Guide and
Curriculum for Pre-Clerical Training

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ABE/PRE-VOCATIONAL SKILLS PROGRAM

A Teacher's Guide and Curriculum for Pre-Clerical Training

Written and Produced
by
Brenda J. Johnson

Under the Direction of
James I. Benner, Ph.D.

With Funding from
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Northampton Community College
Humanities and Social Sciences Division
3835 Green Pond Road
Bethlehem, Pennsylvania 18017

ABE/PRE-VOCATIONAL SKILLS PROGRAM

EXERCISES AND CURRICULUM FOR THE

English
Math
Keyboarding
Wordprocessing

necessary for one pursuing a
CLERICAL CAREER

James Benner - Director
Brenda Johnson - Coordinator/Instructor
Lori Febbo - Illustrator

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PREFACE

This course in Pre-Vocational Skills Training is designed to meet the basic needs of the chronically unemployed who want to be trained for entry-level positions in the clerical/secretarial/data-entry fields. The manual is designed for teacher use for a 10-week course to prepare these adults to enter traditional clerical courses or job-training programs offered by temporary employment agencies.

The curriculum is a competency-based program targeted to provide adults with basic skills in grammar, usage, reading, writing, listening, math, keyboarding and computers. In addition to basic skills, an emphasis has been placed on exercises designed to encourage problem-solving skills and to teach methods for accomplishing meaningful tasks in an office atmosphere.

Generally adult students need more class time for practice than traditional students as they often have problems finding time to do homework with their other adult responsibilities. Thus, practice time for skills is built into the daily schedule and homework is minimal.

The course requires four hours of instruction per day and is divided into four segments each day.

Copies of this manual are available for loan for a period of five years from:

AdvancE
PDE Resource Center
333 Market Street
Harrisburg, Pennsylvania
17126-0333

1-800-992-2283

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FORMAT FOR THIS MANUAL

I. This ten-week course is set up as a fictitious company, The Lustrox Corporation, a shampoo manufacturer. Each week has a different business theme to acquaint students briefly with some of the common operations in business.

II. CHAPTER FORMAT

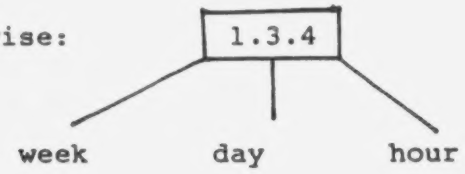
- List of competencies
- Overview page of daily lessons
- Daily lesson outline
- EXERCISES for each day

**Pages marked EXERCISE may be photocopied for class use.

III. Pages are referenced by week, day, and hour, so that any "EXERCISE" can be looked up by its competency number.

For example: 1.3 = week one, day three

Likewise:



After that, letters are used to show consecutive pages, i.e. 1.3.4a, 1.3.4b.

IV. Week 1 is spent in a general classroom. Week 2, mornings are spent in an Apple Computer Lab and afternoons in a general classroom. Weeks 3 - 10 mornings are spent in a general classroom and afternoons in a IBM PC equipped laboratory.

METHODOLOGY

This manual may be used as a course outline using other texts as supplementary material, or it may be used as the supplementary material to a course with similar goals.

GRAMMAR: Each level of grammar should be mastered before attempting the next as it is organized in an ascending spiral. It should always be taught so that students understand that they are being taught grammar in order to understand how the language works. The grammar in this manual is necessary in order for them to understand proper punctuation and to write meaningful sentences. The grammar should also be taught holistically. (See 1.3.1)

Until students master the basic parts of speech and differences between sentences and sentence fragments, drill and repetition are necessary. They should be encouraged to view grammar as a tool to enhance and secure their positions as future secretaries. Remind them that computers can check spelling, but not grammar.

COMPUTER SKILLS AND KEYBOARDING: For this course, the emphasis in keyboarding is always on accuracy and proper technique -- not speed. The computer assignments mimic an office atmosphere. That is, students know all of their assignments in advance (as if they had an in-basket in an office). They should prioritize, organize, and plan their work to complete as much as possible within the two hours they have daily in the computer room. As each task is completed, it is given to the instructor for approval before they move on to a higher task. Proofreading their own work should be encouraged.

Students will arrive to the course with varied degrees of expertise -- some will type, some will not, some will understand computers quickly, some will not. Thus, individualized programs should be set up for them. The pilot course was set up with three levels of achievement.

- Level 1 -- for a Certificate of Recognition

  Completion of all the keyboarding exercises in this manual as well as the 30 exercises in Pepe's, *Personal Typing* (See Appendix 1)

- Level 2 -- for a Certificate for Excellence in Computing Skills

  Completion of level 1 and 40 practice jobs Pepe's, Personal Typing (See Appendix 1)

- Level 3 -- for a Certificate in Superiority in Wordprocessing

  Completion of Level's 1 and 2 as well as completion of an office typing practice set (see Curran, Appendix 1) involving more sophisticated functions in computing such as layout, merge for multiple variables, and pagination procedures.

Three separate student logs can be set up to log their progress on a daily basis. As they complete each assignment, it can be checked, marked on the log by the instructor and filed in their student folder.

The instructor's role in the computer room is to give individualized instruction to students as they encounter each new skill, to lead them to more sophisticated software as they are able, and to correct their work on the spot so that they can progress to the next assignment. As in an office setting, assignments should not be accepted for student folders until they are perfect papers. Revision is to be encouraged and expected until each assignment is completed without error.

MATH: As much as possible the mathematics exercises have been designed to show practical use in office situations. If basic computational skills are lacking, however, supplementary work and drill will need to be done before office practice with math can be attempted. Students should always be encouraged to use proper fingering for their calculators.

READING: A reading text such as COPING (See Appendix 1) can be used to supplement classroom exercises. Also reading exercises from standardized tests or Pre-Ged level exercises in understanding what they read can be used to teach skills such as answering questions in inference, main idea, vocabulary in context and specific detail questions. Students should be taught to look at the structure of what they read and to use their highlighters to pick out important details. Reading and grammar may be dovetailed by having students use highlighters to pick out aspects of grammar they are studying.

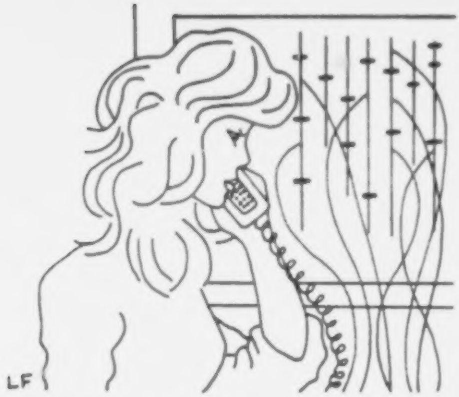
WRITING: Weekly writing assignments should be given. The emphasis in writing should be on proper construction, not on length. A paragraph is really the longest form they should attempt. They should be taught techniques in brainstorming, drafting, revising, and editing. Paragraphs should be rewritten and revised until they are perfect. Student critiques of writing are valuable. With their names removed, student papers can be viewed by use of an overhead projector. Only error-free products should be placed in student files. This will encourage pride in their work and the necessity of accuracy for the workplace. An excellent text for practice in editing paragraphs for errors is THE WRITE STUFF (See Appendix 1)

SPEAKING/LISTENING: Throughout the course students should be encouraged to participate freely and to value the participation of other students. Toward the end of the course short student speeches can be assigned on topics related to the workplace so that they will have the opportunity to be on their feet in front of a friendly group for short presentations. (See 7.5.1) They can be enouraged to use visual aids and to "dress the part" for their speeches.

SPELLING: Words related to a business environment are presented each week. The first week, students should be tested for Neuro-linguistic programming (See 1.2.1 a+b) to see if they store and retrieve information from the top-right of their brain or the top-left of their brain. After that, they can study their words on 3x5 cards by holding them "top-right" or "top-left" for better memorization. Spelling words should also be drilled in small groups daily for a couple of minutes.

WARM-UPS: To begin each day, three or four warm-up exercises involving review questions can get students prepared for the next level of achievement.

SPECIAL EVENTS: Special events such as outside speakers and weekly field trips -- to visit a PBX operator, mailroom clerk, data entry operator, or a local manufacturing plant -- should be arranged to make one day a week special in this intensive curriculum. The class can also be asked to plan and execute a post-class social event (involving their organizational skills, preparation of invitations on the computer, making arrangements for facilities, etc.)



Week 1
Theme: Receptionist

Competencies:

Math Competencies:	Writing out cardinal and ordinal numbers Addition drill and review Subtraction drill and review
English Competencies:	Spelling and vocabulary Interviewing someone for personal information Making a proper introduction Basic parts of speech: Subject/verb/complement noun, adjective, adverb predicate adjective predicate nominative prepositional phrase, preposition object of the preposition direct object
Office Competencies:	Introduction to Calculator Practice with Calculator Introduction to office organization Telephone etiquette Telephone procedures Giving and receiving messages Following directions Sorting the mail Filling out forms Introduction to time zones and area codes
Field Trip:	Visit to the Switchboard Operator
Special Materials:	Reproduce "Time Zones" map from a local telephone directory Calculators

Week 1 OVERVIEW

RECEPTIONIST

HOUR:	I	II	III	IV
Day 1:	Interviewing someone Making introductions Requirements for the course	Spelling and Vocabulary Introduction to "Lustrox Corporation" Pretest	Telephone use and etiquette	Tour of facilities
Day 2:	Test students for Neuro-Linguistic Programming Math: writing out numbers	Drill addition and subtraction	Use of telephone: giving and receiving messages	Understanding time zones
Day 3:	Introduction to Parts of speech		Field trip to Switchboard Operator	
Day 4:	How to use a Calculator	Filling out basic forms	Sorting mail	Brainstorming: Qualities of the secretary who gets ahead
Day 5:	Vocabulary quiz	Practice parts of speech	Following directions: mystery hunt	

Week 1, Day 1

Hour 1: INTRODUCTIONS TO EACH OTHER AND THE COURSE

a. Assign partners and give students 10 minutes to interview each other -- 5 minutes per person

b. Then give them 10 minutes to write up their notes

c. Have students introduce their partners

d. Discuss the requirements for the course and set up student file folders for daily work

Hour 2: SPELLING AND VOCABULARY

a. Have students copy the vocabulary words for the week from the board and discuss their meanings. (Lesson 1.1.2)

b. Discuss format for vocabulary in the course: weekly quizzes (See Neuro-Linguistic Programming 1.2.1)

INTRODUCTION TO CORPORATE ORGANIZATION: discuss organization chart for Lustrox Corporation and how the course will be set up as a mini-corporation (1.1.2b)

ADMINISTER SKILL MEASUREMENT PRETEST FOR COURSE

Hour 3/4: USE OF THE TELEPHONE AND TELEPHONE ETIQUETTE

a. Discuss how to transfer a call with a centrex phone system

b. Discuss "Do's and Don'ts of telephoning" (1.1.3a)

c. Role play telephone situations. Have students write their dialogues, practice them, and then present them to the class. Encourage repetition of important information such as numbers, names, and addresses as well as requesting spelling of names. (Exercise 1.1.3b)

optional: Tour of Facilities

1.1.2

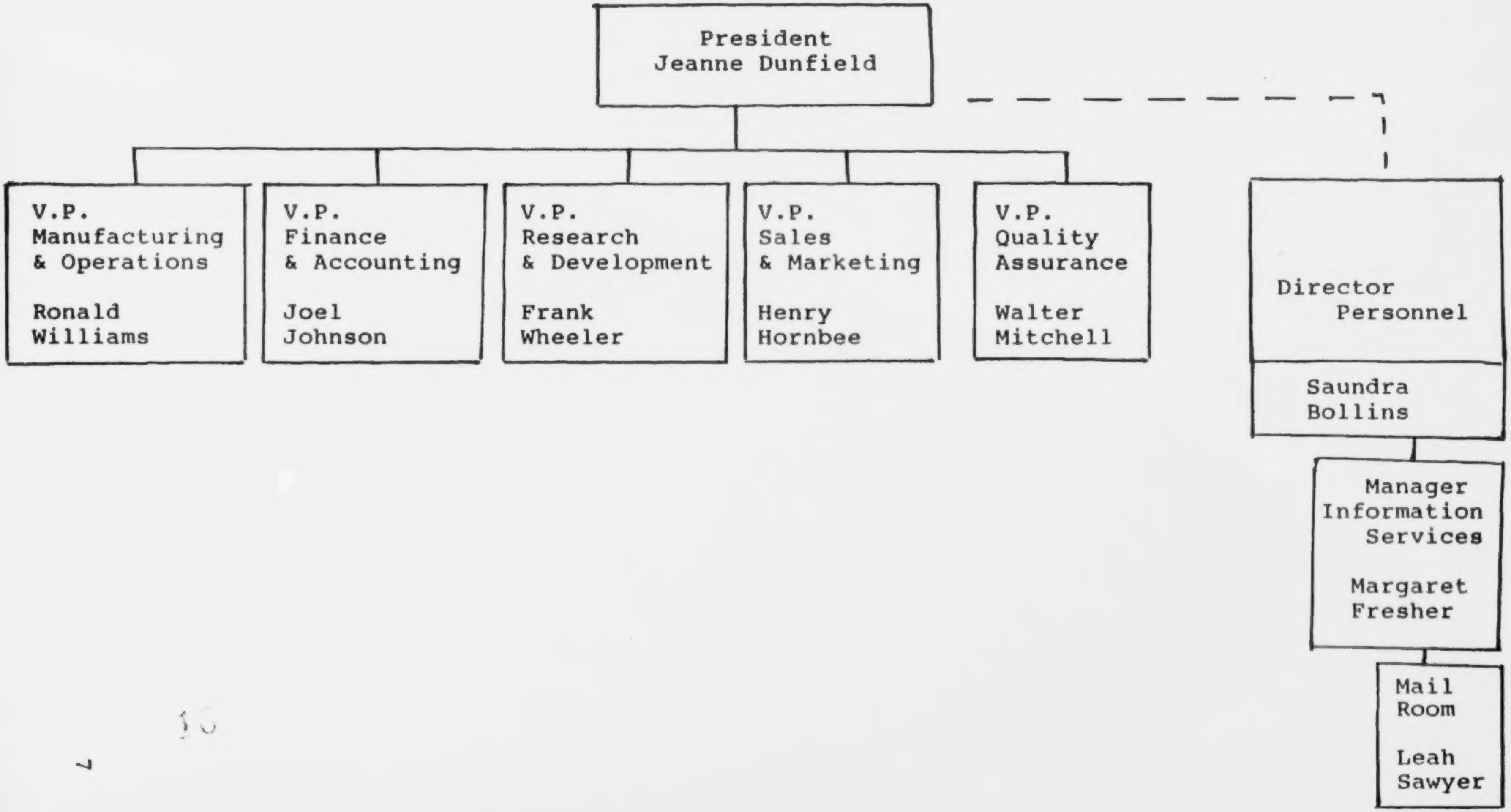
Spelling and Vocabulary
Receptionist
Week 1

touch tone
dial
credit card call
switchboard operator
WATS (Wide Area Telephone Service)
time zones
person to person
station to station
collect
overseas calls
special handling
registered mail
insured mail
receipt
COD (cash on delivery)
UPS (United Parcel Service)
parcel post
messenger service
express mail
dependents
disability
spouse
PBX (Private Branch Exchange) -- switchboard phone
800 - number
Centrex system (looks like a normal phone, dial "9" for
outside extension)

Method: Present the vocabulary each Monday by pretesting students and having them use Neuro-Linguistic Programming to learn the ones they missed. (See 1.2.1) Drill words in smaller groups of 7 - 10 each day. Reinforce the words which apply to each lesson as they occur. Quiz students on Fridays with dictation. Then have them use 5 or 6 of them in sentences or give definitions for them.

1.1.2b

Organization Chart
Lustrox Corporation
3000 Green Lake Road
Bethlehem, PA 18016


President
Jeanne Dunfield
V.P.
Manufacturing & Operations
Ronald Williams
V.P.
Finance & Accounting
Joel Johnson
V.P.
Research & Development
Frank Wheeler
V.P.
Sales & Marketing
Henry Hornbee
V.P.
Quality Assurance
Walter Mitchell
Director Personnel
Saundra Bollins
Manager Information Services
Margaret Fresher
Mail Room
Leah Sawyer

PREVOCATIONAL SKILLS PRETEST

Multiple choice: Write the letter of the correct answer on the spaces provided.

Answers for questions 1 - 12 go here. (2 each)

1. ____________ 2. ____________ 3. ____________

4. ____________ 5. ____________ 6. ____________

7. ____________ 8. ____________ 9. ____________

10. ____________ 11. ____________ 12. ____________

I. 1) Which of these would you NOT find as a type of question on a standardized reading test?

a. main idea
b. inference
c. vocabulary
d. spreadsheet
e. specific detail

2) On what do you "save" your work when using a computer?

a. printer
b. diskette
c. menu
d. directory
e. student log

3) What is the abbreviation for zoning improvement program?

a. zone imp.
b. zo. im.
c. zone imp. prog.
d. zip

4) What are the home keys on a computer?

a. h and k
b. f and semi-colon
c. return and spacebar
d. asdf ;lkj

(answers for 6 - 8 go on page 1)

5) Which would be the best way to divide "holiday" in syllables if you were typing?

a. holi-day
b. hol-iday
c. ho-liday
d. holid-ay

6) When you need supplies when working for a corporation, you fill out a:

a. petty cash voucher
b. purchase order
c. check request form
d. W2-form

7) "Sincerely yours," in a letter is the:

a. salutation
b. complimentary close
c. signature
d. heading
e. inside address

8) What are the home keys on a calculator?

a. 4,5,6
b. 1,2,3
c. 7,8,9
d. 0 and plus sign

II. Usage: Choose the correct word for the following sentences. Put your answers on page one at the top. (2 each)

9) (Who, Whom) are you calling, Albert?

10) It's (me, I).

11) They are all going except (us, we).

12) It is (John's, Johns) computer.

III. Put the following numbers in descending order: (1 each)

3601, 3501, 3701, 3401, 3301, 3801

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

IV. Put the following words in alphabetical order: (1 each)

receipt, spouse, data, monitor, terminal, space

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

V. Match the following numbers with their parts of speech. (3 each)

1 2 3 4 5
John ate the whole pizza.

1. ________ a. direct object

2. ________ b. subject

3. ________ c. verb

4. ________ d. adjective

5. ________ e. article/adjective

VI. Add the following column of numbers. (3 points)

967.53
432.41
643.42
356.78

VII. Compute the following percents: (3 each)

6% of 36 =

5% of 100 =

What is the fraction for 33 1/3?

VIII. Circle the word that is properly spelled in the following pairs: (1 each)

mispelled	misspelled
uneeded	unneeded
iresponsible	irresponsible

XI. Change the following fragments to sentences: (5 each)

went to the store

after doing his homework

X. Capitalize and punctuate the following sentence: (10 points)

the 29th annual christmas party will be held
december 19 at 5:30 p m at the holiday hotel on
sixth street

XI. Match the following vocabulary words. (2 each)

1. _______ data

2. _______ delete

3. _______ legible

4. _______ duplicate

5. _______ collate

6. _______ summary

7. _______ posting

a. easy to read

b. 2 copies

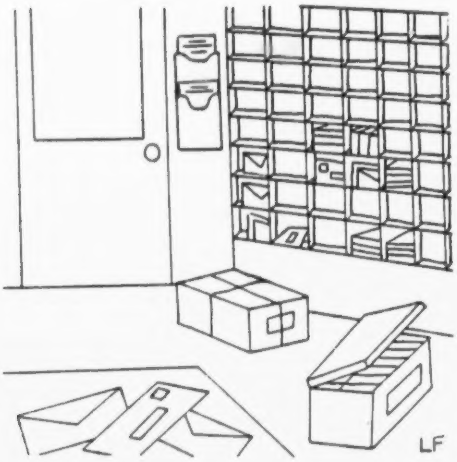
c. information you get from a computer

d. an entry on a bill or ledger

e. take out

f. a condensed version of something

g. to put pages together in proper order



1.1.3a WARM-UP EXERCISE

"DO'S AND DON'TS OF TELEPHONING"

DO'S	DON'TS
Answer as quickly as possible	Let the phone ring more than 3 times if you can help it
Identify your company, your name, and offer to help	Just say "hello"
Find out who is calling before transferring the call	
Try to screen calls so your boss isn't bothered unnecessarily	
Transfer a call if possible	Transfer someone without telling them what you are going to do or put someone on hold without telling them what you are going to do
Ask someone if they will hold	Leave someone on hold too long without checking back with them
Offer help or to get help	Be too specific with strangers

WHAT WOULD YOU SAY TO A STRANGER ON THE TELEPHONE?

1. Your boss is in the bathroom. What do you say to someone on the telephone?

2. Your boss is at the Hilton in Los Angeles. What do you say?

3. Your boss is in his office, but he asked you to hold his calls. He does not want to be disturbed.

Directions: With a partner, write a telephone dialogue for one of the following situations (or another situation you prefer). A: will be the receptionist B: will be the caller.

a. The boss's wife is on the phone. She first asks for her husband but then decides to give you the message about picking their son up from school.

b. A retired employee wants to speak to the Director of Personnel about his pension plan benefits, but the Personnel Director is away on business. The caller was an important employee when he was working for Lustrox.

c. An angry customer wants the Vice President for Quality Control because she bought an aerosol can of "Hair Be Held" hair spray and the knob on the can sticks so that no hair spray will come out.

1.1.3c EXERCISE

SOME QUESTIONS FOR CLASS DISCUSSION OF TELEPHONE ROLE PLAY

1. Did both speakers speak clearly?
2. Could you understand every word?
3. Did you find out the names of both speakers?
4. Was the information presented courteously, efficiently, and professionally?
5. Did the speakers use correct grammar?
6. Was the information which was given and received appropriate?
7. Could you understand all the names and numbers given?

Week 1, Day 2

Hour 1/2: TEST STUDENTS FOR NEURO-LINGUISTIC PROGRAMMING (1.2.1 a + b)

MATH:

a. Have students write out numbers (1.2.1c)

   1. Discuss rules for hyphenating numbers

   2. Have students write out cardinal and ordinal numbers from 1 - 40

c. Drill and practice addition and subtraction

Hour 3: LISTENING SKILLS -- USE OF THE TELEPHONE -- GIVING AND RECEIVING MESSAGES

a. Read the cloze exercise (1.2.3) and have students fill in the blanks. Put the answers on the board and have them check for their listening and spelling accuracy. Any words missed should be added to their vocabulary lists for the week.

   Words inserted (1.2.3): number, working, dial, assistance, operator, shortly, recording

b. Practice taking messages from recordings: Play a tape recording of 8 callers (1.2.3 b & c). Have students take notes on what they hear. After the tape is over, have them record the messages from their notes to telephone message forms (1.2.3 d).

c. Have them evaluate each other's forms for clarity and accuracy

HOUR 4: UNDERSTANDING TIME ZONES

(Exercise 1.2.4)
Reproduce a map of the time zones from your local telephone directory.

Special Materials: tape recorder and recorded messages from (1.2.3 b + c)

1.2.1a

NEURO-LINGUISTIC PROGRAMMING

Scientists have discovered that when asked questions for which we must search our memories for the answer, our eyes are an indication of whether we store and retrieve that information in our upper right brain or our upper left brain. (The lower brain houses emotional memories.) So, when asked questions such as, "What did you eat for breakfast Sunday?", the eyes of the person searching for an answer will rotate to his upper right or upper left.

Once it has been determined through simple testing and observation which part of a person's brain stores this information, (1.2.1b) then easy vocabulary exercises can be established to help store the information.

1) Give a vocabulary pre-test.

2) Ask students whether they visualize words in printing or in cursive when they visualize them.

3) Have students write with magic markers on 3x5 cards (in cursive or in printing, according to how they individually visualize them) the vocabulary words which they missed.

4) Have them hold the cards above eye level to their right or left (according to how they individually tested on exercise 1.2.1b). Their eyes should not strain, but should reach to see the words.

5) Ask students to pronounce each word, spell each word, concentrate on it, read it backwards, then pronounce it again. This should be repeated three times for each word.

6) Give the students a post-test or have them drill in this manner for 5 minutes each day with their wordbank cards.

7) Test them at the end of the week.

The important thing is for each student to know whether he/she stores language (and formulas) in his/her upper right brain or upper left brain. Each student must study on this side consistently.

Adapted from a Harvard Study of Neurolinguistic Programming, Arthur Garbett and "Spelling Strategy" by Robert Dilts.

1.2.1b

Top Right	Middle	Top Left

Name ______________________________

NEURO-LINGUISTIC PROGRAMMING

Directions: Ask the following questions of the person you are testing. If his/her eyes look up and to your left, put a mark under Top Right. If they look straight ahead, put a mark under Middle. If they look up and to your right, put a mark under Top Left. When you have at least three marks under Top Right or Top Left, you may stop. [Don't pay any attention to the answers of the questions. What is important is the movement of the eyes.]

1. How many knobs are on your stove?
2. What did you wear yesterday?
3. What did your teacher wear yesterday?
4. How many pictures are on your living room wall?
5. How many vowels are in your name?
6. Where were you on your twenty-first birthday?
7. What did you eat for breakfast on Sunday?
8. What color is your front door?
9. How many doors did you walk through to get to this classroom after you arrived on campus?
10. Where were you on September first?

CARDINAL NUMBERS

1	one	16	sixteen	31	thirty-one
2	two	17	seventeen	32	thirty-two
3	three	18	eighteen	33	thirty-three
4	four	19	nineteen	34	thirty-four
5	five	20	twenty	35	thirty-five
6	six	21	twenty-one	36	thirty-six
7	seven	22	twenty-two	37	thirty-seven
8	eight	23	twenty-three	38	thirty-eight
9	nine	24	twenty-four	39	thirty-nine
10	ten	25	twenty-five	40	forty
11	eleven	26	twenty-six	***	
12	twelve	27	twenty-seven	50	fifty
13	thirteen	28	twenty-eight	***	
14	fourteen	29	twenty-nine	60	sixty
15	fifteen	30	thirty	70	seventy

ORDINAL NUMBERS

1st	first	16th	sixteenth	40th	fortieth
2nd	second	17th	seventeenth	***	
3rd	third	18th	eighteenth	50th	fiftieth
4th	fourth	19th	nineteenth	***	
5th	fifth	20th	twentieth	60th	sixtieth
6th	sixth	21st	twenty-first	***	
7th	seventh	22nd	twenty-second	70th	seventieth
8th	eighth	23rd	twenty-third	***	
9th	ninth	24th	twenty-fourth	80th	eightieth
10th	tenth	25th	twenty-fifth	***	
11th	eleventh	26th	twenty-sixth	90th	ninetieth
12th	twelfth	27th	twenty-seventh	***	
13th	thirteenth	28th	twenty-eighth	100th	one hundredth
14th	fourteenth	29th	twenty-ninth		
15th	fifteenth	30th	thirtieth		

1.2.3a EXERCISE

LISTENING SKILLS

Directions: Listen as your teacher reads the following paragraph. Fill in the missing words in the blanks provided. The paragraph will be read only twice. Listen carefully!

The ________________ you have reached is not a

________________ number. Please hang up and ____________

again. If you need __________________ , stay on the line

and the ________________ will be with you ______________ .

This is a ________________ .

TELEPHONE MESSAGES

1. Hi! This is Sally from Downtown Photo. Tell Ms. Dunfield her prints are ready. She can pick them up anytime after 3 p.m. today. The charge will be $23.40.

2. This is Joseph Scharras (that's S-c-h-a-r-r-a-s) from Hinsdale. The new hair spray is terrific. It sold out of the central region warehouse in 2 weeks. Tell Henry Hornbee we'll need 5,000 cases as soon as possible. He should call me at 815-555-2345 if there are any problems. Otherwise, we'll look for a shipment within the month.

3. Good afternoon. I guess it's morning there isn't it? This is Charles Knief from Taipei, Taiwan. Is Mr. Williams there? No, well, tell him the silk tassels for the sample packages he ordered for production next month will be delayed because the red dye he wanted won't be available until the 25th. If he has any questions, he can send me a telex.

4. This is Andrew Gregoris (G-r-e-g-o-r-i-s) from Bedford, New Hampshire. I'm returning Frank's call. Please tell Frank in R & D that the 8 oz. plastic bottles for "Hair Be Shiny" will be there Friday. The trucker will be here on Wednesday to load them. There are 1500 cases.

5. Hi, this is Sally -- Henry Hornbee's wife. Tell Henry to meet us in the emergency room immediately. Joshua fell down the stairs and broke his ankle.

6. Good afternoon. This is Jay Bloom from the Daily Post. Please ask Mr. Hornbee if he wanted that ad for "Hair Be New" run only on Sunday or Friday through Sunday. We have a special and it's only a dollar more to run it the whole weekend instead of just on Sunday. He can call be between 1 and 3 p.m. at 262-5005.

7. Good morning. This is Fred Smith from the IRS. Mr. Johnson sent us his quarterly report, but he forgot Form 1080 FF. He'll have to get that to us in triplicate by the first of the month or there will be a 3% penalty assessed.

8. Is Walter there? Walter Mitchell, Quality Assurance? Well, no problem, it wasn't important anyway. I'll call him back. This is Marjorie.

MESSAGE FOR YOU

TO: ______________________

____

of ______________________

Phone: ____________ EXT: ____

Telephoned ☐
Returned your call ☐
Will call again ☐
Urgent ☐

____

____

____

____

____

BY: ______________ Time: ____
Date: ______________

MESSAGE FOR YOU

TO: ______________________

____

of ______________________

Phone: ____________ EXT: ____

Telephoned ☐
Returned your call ☐
Will call again ☐
Urgent ☐

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BY: ______________ Time: ____
Date: ______________

MESSAGE FOR YOU

TO: ______________________

____

of ______________________

Phone: ____________ EXT: ____

Telephoned ☐
Returned your call ☐
Will call again ☐
Urgent ☐

____

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____

____

BY: ______________ Time: ____
Date: ______________

MESSAGE FOR YOU

TO: ______________________

____

of ______________________

Phone: ____________ EXT: ____

Telephoned ☐
Returned your call ☐
Will call again ☐
Urgent ☐

____

____

____

____

BY: ______________ Time: ____
Date: ______________

TIME ZONES

[Special materials needed: copy of the time zones chart from a local phone directory.]

1. Looking at the time zones chart, if it is 1 a.m. in Portland, Maine, what time is it in Salt Lake City, Utah?

2. If it is noon in California, what time is it in Bethlehem, PA?

3. If it is 3 p.m. in St. Louis, MO, what time is it in Tampa, Florida?

4. If it is 9 a.m. in NYC, what time is it in Great Falls, Montana?

5. If it is 10 p.m. in Nova Scotia, what time is it in Columbus, Ohio?

6. If it is 2 p.m. in Minnesota, what time is it in Arkansas?

7. If it is 3 p.m. in Chicago, what time is it in Oregon?
   NYC? Bethlelem, PA?

8. Name three states with at least 2 time zones in them.

1.3
Week 1, Day 3
Theme: Receptionist

Hour 1/2: LECTURE -- PARTS OF SPEECH

a. Practice identifying basic parts of speech

Method: grammar should be introduced holistically. The following pages 1.3.1a - 1.3.1i demonstrate a method for introducing the parts of speech necessary for a basic understanding in this course. Introduce them all in one lesson, but do not go on to the grammar in lesson 1.5.2 which includes subjective complements until students can comfortably identify these parts of speech. Grammar presented in this lesson should be drilled until all students can label these parts of speech without difficulty. When dealing with sentences, every word should be labeled. Always start with the "who, did, what" concept so that they get in the habit of looking for subjects, verbs and complements. After prepositional phrases have been introduced, parts of speech may be labeled by first eliminating all the prepositional phrases, then looking for the kernel sentence. Sentences should always be controlled: parts of speech which have not been introduced should never appear in sentences students are working on. For the purposes of this course, enough grammar is introduced so that subject pronouns and lessons in case can be properly presented.

Hour 3/4: FIELD TRIP TO SWITCHBOARD OPERATOR

a. Tell the class they will be asked to fill out a questionnaire after their field trip to the switchboard operator, but do not give them the questionnaire until they return to the classroom. You can discuss with them the kinds of things they should look for before they go, however.

b. Visit the switchboard operator of your facility or a nearby facility

c. Fill out a questionnaire (Exercise 1.3.4)

d. Compare answers and have a class discussion of the trip

INTRODUCTION TO THE PARTS OF SPEECH

I. Ask students what they think a sentence is. They should come up with 1) a sentence has a subject and a predicate 2) a sentence is a complete thought.

II. Draw on the board this concept of a simple sentence: Explain that this is the kernel sentence.

Who or What	Did	What

The subject is "who", the verb is "did", the complement is "what". [At this point, students will be introduced only to the direct object as a complement. In lesson 1.5.2 predicate adjectives and predicate nominatives with linking verbs will be added. For the content of this course, these are the only three complements introduced, as they will allow the understanding necessary for teaching subjective and objective pronouns and simple lessons in case.]

Ask students to identify the "who", "did", "what" in the following sentences.

1)

Mr. Hornbee	ate	lunch.

2) William threw his pencil.

3) Mr. Mitchell gobbled his breakfast.

Now label the diagram on the board subject,verb, complement; who, did, what; and noun, verb, noun. Have students write in their notebooks: ALL SUBJECTS ARE NOUNS. ALL OBJECTS ARE NOUNS. (At this point, don't worry if pronouns are called nouns!]

And add the label "direct object" to the diagram.

Subject Noun	Verb	Complement Noun
Who or What	Did	What
		D.O.

Ask students to label the who as "subj.", the did as "v" and the complement as "D.O." Subjects and objects should also be labeled as nouns.

EXAMPLE:

N. Subj.	V.	N. D.O.
Mr. Hornbee	ate	lunch.

1) William threw his pencil.

2) Mr. Mitchell gobbled his breakfast.

Add as many other controlled sentences as needed for students to understand the kernel sentence.

III. Now introduce adjectives, by saying that ADJECTIVES ARE WORDS WHICH MODIFY NOUNS. THE ONLY THING WHICH CAN MODIFY A NOUN IS AN ADJECTIVE. They tell us "what kind of", "which", "what color", etc. [If a student should point out that what we are currently calling adjectives are pronouns, say, "Yes, they are pronouns. They are pronouns USED as adjectives.]

1) William threw his pencil.

Who did what?

Label the kernel sentence.

What kind of pencil?

Now write "adj." over his and draw an arrow to the word it modifies.

2) Mr. Hornbee ate his lunch.

Who did what?

Label the kernel sentence.

What kind of lunch?

Now label every word in the sentence. All modifiers should show arrows to the words they modify.

3) Mr. Mitchell gobbled his breakfast.

Who did what?

Label the kernel sentence.

What kind of breakfast?

Now label every word in the sentence.

4) Walter wore a pink necktie.

Who did what?

Label the kernel sentence.

What kind of necktie?

Label every word in the sentence.

Repeat: ADJECTIVES MODIFY NOUNS. If adjectives modify nouns, then they could also come before the subject. ALL SUBJECTS ARE NOUNS.
In the same manner (starting always with "who, did, what", then finding modifiers) help students find the adjectives in the following sentences.

1) The fat Mr. Williams threw his pencil.

Who did what?

What kind of pencil?

Which Williams?

Label every word in the sentence and draw arrows from adjectives to the nouns they modify.

2) The black cat ate the birthday cake.

Who did what?

What kind of cake?

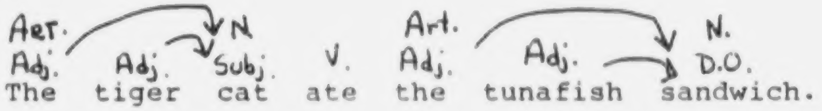
What kind of cat?

Label every word in the sentence.

Now introduce ARTICLES. "A, An and The" are articles. ALL ARTICLES ARE USED AS ADJECTIVES. We can label them as articles and as adjectives. Explain to students the difference between "a", "an", and "the" with examples such as: "A" red car and "THE" red car, and "A" horse and "AN" honorable man.

On the board with students, label all the words in the following sentences. Have students draw arrows from modifiers to the words they modify in addition to labeling them with abbreviations.

EXAMPLE:



The tiger cat ate the tunafish sandwich.

1. The overweight man took the leftovers.

2. An honorable man returned the money.

3. An international flight crashed.

IV. Introduce ADVERBS. Say, sometimes words don't answer the question "what kind of" or "which". Sometimes they answer "where, when, or how". If they answer the question "where, when or how", then we call them adverbs. ADVERBS CAN MODIFY ADJECTIVES, VERBS, OR OTHER ADVERBS.

1) Mr. Williams threw his pencil angrily.

Who did what?

What kind of pencil?

HOW did he throw it?

[Angrily does not answer the question "what kind". It answers the question "how". IF it answers the question "how", it MUST BE AN ADVERB.]

Now label every word in the sentence.

2) Angry Mr. Williams threw his pencil.

Now what is angry? -- an adjective, it answers the question "what kind of"

[Emphasize to students: IT IS THE USE IN THE SENTENCE WHICH DETERMINES THE PART OF SPEECH, NOT THE WORD ITSELF.]

Label every word in the sentence.

3) Mrs. Bollins flew South.

Who did what?

[There is no "what". South answers the question "where". If it answers the question "where", it has to be an ADVERB.]

Label every word in the sentence.

V. Now introduce prepositional phrases. A PREPOSITIONAL PHRASE IS A GROUP OF WORDS (usually 3, but can be 4,5,6 or more) WHICH STARTS WITH A PREPOSITION AND ENDS WITH THE OBJECT OF A PREPOSITION.

A PREPOSITION IS "ANY PLACE A RAT CAN GO":

up, down, in, around, through, over, into, in etc.

THE PREPOSITION ALWAYS COMES FIRST IN THE PREPOSITIONAL PHRASE.

THE OBJECT OF THE PREPOSITION ALWAYS IS THE LAST WORD IN THE PREPOSITIONAL PHRASE. THE OBJECT OF THE PREPOSITION IS ALWAYS A NOUN. ALL OBJECTS ARE NOUNS.

Ask students to listen to the rhythm of these prepositional phrases:

on the ground
over the mountain
up the street
around the block
into the box

Which words are the objects of the preposition? Are they nouns? NOUNS ARE PERSONS, PLACES, OR THINGS. NOUNS ANSWER THE QUESTION "WHO OR WHAT".
Write the prepositional phrases on the board and label them "prep." for the preposition, "adj." for the modifiers, "N./obj. of prep." for the nouns/objects of the preposition. Remind students again: ALL OBJECTS ARE NOUNS.

Now find the prepositional phrases in the following sentences and put parentheses around them with proper labels above each word.

1) Angry Mr. Williams threw his pencil across

the room.

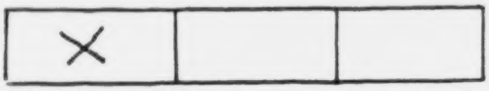
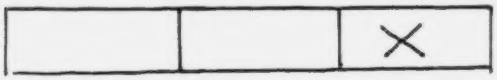
2) Mrs. Bollins flew South for the winter.

Remind students that when working with sentences, it's always a good idea to identify the prepositional phrases first because THE SUBJECT, THE VERB, AND THE COMPLEMENT (THE DIRECT OBJECT) CAN NEVER BE IN A PREPOSITIONAL PHRASE.

Find the prepositional phrases in the following sentences and put parentheses around them. Then label every word in the sentences with its proper part of speech.

1. On Christmas Eve each employee received a bonus.
2. The pen is in my pocket.
3. Mr. Mitchell went from his office to the airport in ten minutes.
4. A man from Express Mail Company appeared at the door of the office.
5. In the blanks Mary wrote down the first part of the compound word.

VI. Now have students copy from the board the following rules all in one section in their notebooks.

Noun -	person, place or thing
Subject -	 answers "who or what" in the first slot of the kernel sentence
Direct Object -	 (complement) - answers "what" in the kernel sentence. To test for the direct object, say the subject, say the verb and then say, "what?" The direct object answers "what".
Adjective -	modifies a noun, answers "what kind of", "which one"
Adverb -	modifies an adjective, another adverb, or a verb; answers the question "where, when, how"; often has an -ly.
Article -	"a", "an", "the"; always used as adjectives.
Prepositions -	"little words" show direction or "any place a rat can go". i.e. up, down, in, around, through...
Prepositional phrase -	consists of the preposition, modifiers, and the object of the preposition (noun)

***THE SUBJECT, THE VERB AND THE COMPLEMENT CAN NEVER BE IN THE PREPOSITIONAL PHRASE

Object of the preposition - a noun which follows a preposition

1.3.1j EXERCISE WARM UP

One by one, put the following sentences on the board. With students using their notes as reference, (1.3.1h), identify together every word in the following sentences.

1) Mr. Hornbee went North for Christmas vacation.

2) Fat Walter ate the huge birthday cake.

3) Mrs. Bollins ate her breakfast fast.

4) Mr. Mitchell has a cold.

5) Ms. Dunfield threw a tantrum.

6) Fog hung in the valley for three hours.

Now introduce inverted order. Put the following sentence on the board and see if students can still find "who, did, what".

7) Did Mr. Williams eat lunch?

Add an adverb to the same sentence.

8) Did Mr. Williams eat lunch yet?

If there is time and students have understood what has already been presented. "You"/understood subjects could now be introduced.

9) Close the door.

10) Open the window.

Reinforcement: Use as many sentences as necessary to reinforce this lesson. Do not proceed to subjective complements until students can comfortably label controlled sentences with the parts of speech already introduced.

QUESTIONNAIRE FOR FIELD TRIP TO SWITCHBOARD OPERATOR

1. What was the switchboard operator's name?

2. How many office machines was she responsible for?

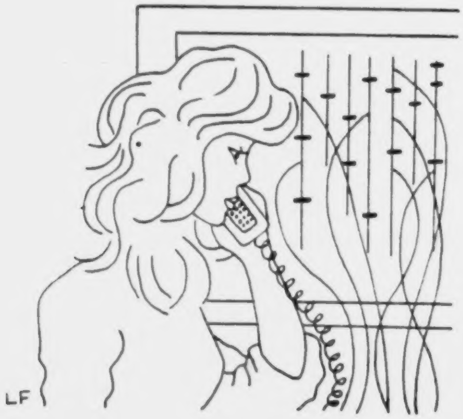
3. What kinds of duties does she perform in addition to operating the PBX?

4. What kinds of skills does her job require?

5. What is the most important personal quality for a switchboard operator to possess?

6. How is her job important to the college?

7. List here anything you would like to remember to add to the class discussion.



1.4

Week 1, Day 4
Theme: Receptionist

Hour 1: INTRODUCTION TO THE CALCULATOR

a. Teach proper fingering for the calculator. (Index finger = key 4; middle finger = key 5; ring finger = key 6) Draw a picture of a calculator face on the board and identify the home keys 4,5, & 6.

b. Give students calculators and have them drill 444, 555, 666, 777, etc., using proper fingering.

c. Practice adding columns. Exercise 1.4.1.

Hour 2: FILLING OUT FORMS AND FOLLOWING DIRECTIONS

(Exercise 1.4.2 a + b)

Hour 3: SORT MAIL

a. Lecture on one method of sorting the mail (Exercise 1.4.3 a + b)

b. Students should practice sorting mail into appropriate categories.

Hour 4: QUALITIES OF A SECRETARY WHO GETS AHEAD

a. Have students brainstorm about the qualities and characteristics of a good secretary. (The list might include: initiative, reliability, organizational ability, ability to keep things confidential, ability to work with people, emotional stability, enthusiasm, loyalty, punctuality, etc. Personal characteristics might include things like: dress, grooming, voice, attitude, conversational abilities).

b. Divide students into small groups and have them discuss each and rank them in importance.

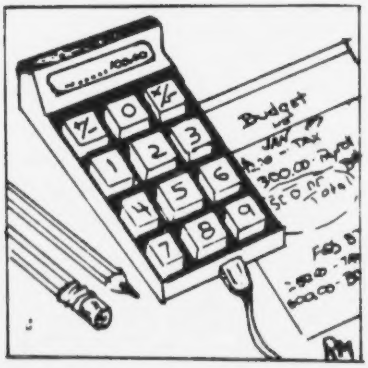
c. Have them report their consensus

1.4.1 EXERCISE

USING A CALCULATOR

Directions: First add the following problems without using your calculator. Then use your calculator to check your answers. Redo any problems you missed until your figures match the figures on your calculator. USE PROPER FINGERING.

486	129	786	846
153	426	753	216
759	753	426	216
984	500	608	156
681	203	905	571
354	809	320	623
951	846	723	953
323	258	104	751
686	579	486	426



FOLLOWING DIRECTIONS
FILLING OUT FORMS

I. Randy's statistics are:

Randolph Phillip Palmer
185 Rusty Road
Columbus, Ohio 43214

tele: 614-555-2597
ss#: 169-00-0686
divorced

1. What is his first name? ______________________
2. What is his middle name? ______________________
3. What is his last name? ______________________
4. What is his middle initial? ______________________
5. What is his telephone number? ______________________
6. What is his zip code? ______________________
7. What is his social security number? ______________________
8. What is his nickname? ______________________
9. What is his area code? ______________________
10. What is his street number? ______________________

II. Fill out the following form for Randy: (statistics on previous page)

Name: ____
Last First . m.i.

Sex: __________ Marital Status: __________________

Phone number: ________________________

Social Security Number: ______________________

Address: _________________________

____

____

III. Circle the last name in the following name:

Mr. Gregory Andrew Osborne

2. Cross out the title in the following name:

Ms. Sarah Ann Johnson

3. Draw a line through the first name in the following name:

Mr. Lawrence Alan Smith

IV. Mr. Lawrence Alan Smith is 43 and has three children: Tom (6), Jenny (4), and Paul (2). His wife's name is Elizabeth. She is 40. Fill out the following form for him.

Name: ___________________________
First Last

Sex: __________ Marital Status: ____________

Dependents: _________________

____

____

SORTING THE MAIL

I. Open the mail with a letter opener. Tap letters gently on the desk or hold them up to the light first to be sure you won't be cutting anything with the letter opener. Staple the envelope to anything "suspicious" -- which might need reference later. For example, staple transcripts from institutions, anything which does not have a signature, anything in which the letterhead doesn't match its envelope, anything with a postmark vastly different from date of receipt. Throw other envelopes away.

Don't open anything marked Personal or Confidential.

II. Stamp each piece with the date received. For priority mail, keep a log with the time and date of receipt and deliver it immediately to the person for whom it is intended.

III. Sort the mail by department, person, and title.

IV. Divide each person's mail into categories:

  a. PRIORITY MAIL: registered mail, express mail, certified mail, rush or urgent mail, special delivery mail

  b. FIRST CLASS MAIL: mail from outside the building that isn't advertising (personally addressed), anything with money or checks

  c. INTER-OFFICE MAIL: (comes in inter-office envelopes) routine forms, routine charts or information anticipated on a regular basis which is not urgent

  d. THIRD CLASS MAIL: advertisements, catalogs, magazines, newspapers, solicitations

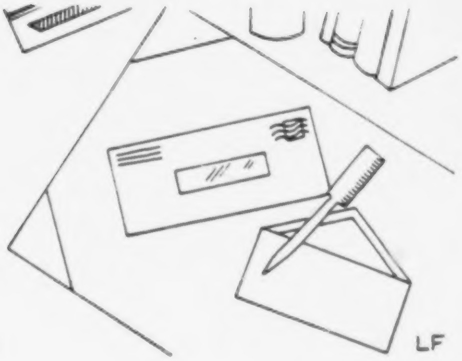
  e. FOURTH-CLASS MAIL: Parcel Post

V. Put each person's mail in color-coded folders for easy identification.

VI. Deliver to individual in-boxes. The in-box is the bottom box; the out-box is the top box; often there is also an out-going mail box for mail going out of the company.

1.4.3b

EXERCISE



SORTING THE MAIL

A		B		C	
Ronald Williams		Joel Johnson		Walter Mitchell	
A1	priority	B1	priority	C1	priority
A2	first class	B2	first class	C2	first class
A3	inter-office	B3	inter-office	C3	inter-office
A4	third class	B4	third class	C4	third class

> Directions: For each of the above bosses, you need to sort the mail. Their folders have four compartments as listed above. For the mail below, put the letter and number for the compartment it would be placed in.

Example: an inter-office report from the V.P. for Personnel to Ronald Williams would go in A3.

_______ 1. monthly budget report from Joel Johnson to Ronald Williams

_______ 2. certified letter to Joel Johnson

_______ 3. memo to Walter Mitchell from the Personnel Director

_______ 4. advertisement for new computers from IBM to Ronald Williams

_______ 5. registered letter to Ronald Williams

_______ 6. customer complaint letter to Walter Mitchell

_______ 7. "Shampoo Monthly" magazine for Walter Mitchell

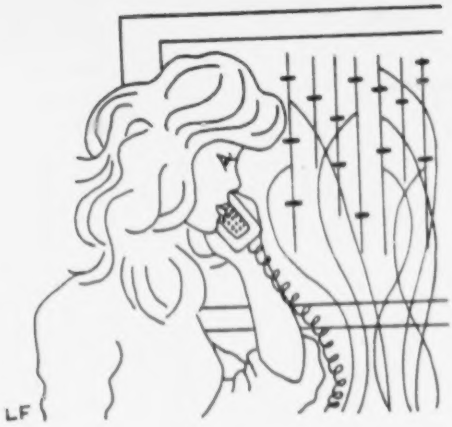
_______ 8. new personnel policies memo to Joel Johnson

_______ 9. Federal Express papers to Walter Mitchell

_______ 10. check reimbursement to Ronald Williams

1.5

Week 1, Day 5:
Theme: Receptionist



HOUR 1: SPELLING AND VOCABULARY QUIZ FOR THE WEEK

HOUR 2: REVIEW AND PRACTICE PARTS OF SPEECH

a. Lecture on predicate adjective, predicate nominative, and direct object (Exercise warm-up 1.5.2a)

b. Exercise 1.5.2b

HOUR 3: FOLLOWING DIRECTIONS

Send students on a mystery hunt (Exercise 1.5.3) to write and follow directions

INTRODUCTION TO SUBJECTIVE COMPLEMENTS

Students should have a good grasp of the following concept before introducing subjective complements.

Subject	Verb	Complement
Who	Did	What D.O.

1. Now draw the same concept on the board but replace verb with LV for linking verb. Explain linking verbs as the verb "to be" (conjugate the verb present and past) or any verb which can be changed to the verb to be without changing the meaning of the sentence.

Subject	Verb	Complement
Who	Did Linking Verb	What < P.A. P.N.

Example: I am tired. I seem tired.

Show students the difference between these sentences and:

Mr. Williams ate the cake. (You can't say, "Mr. Williams is the cake." [In this case you don't have a linking verb, so cake is the direct object.]

2. Explain A LINKING VERB CAN NEVER TAKE A DIRECT OBJECT. There are two choices for the "what" slot after a linking verb: predicate adjective and predicate nominative. Tell students the difference is that one modifies or tells something about the subject (adjective) and the other renames the subject (noun or nominative).

Do the following sentences on the board and have students find the predicate nominatives and predicate adjectives.

a. Mr. Mitchell is tired.

b. Mr. Hornbee seems upset.

c. Ms. Bollins appears angry.

d. Ms. Dunfield is president of the corporation.

e. Ms. Sawyer is unhappy.

f. Jane is treasurer.

g. Arnold is chairman.

1.5.2b EXERCISE

IDENTIFYING PARTS OF SPEECH

Directions: Label every word in the following sentences. Subject - subj.; verb - v.; direct object - D.O.; predicate nominative - P.N.; predicate adjective - P.A.; preposition - prep.; object of the preposition - O.P.; adjective - adj., adverb - adv.

1. Saundra Bollins is efficient.

2. Mr. Wheeler is angry.

3. Margaret appears so tired.

4. That dress is new.

5. Ronald Williams was exhausted.

6. The computer appears broken.

7. Henry looks funny.

8. The cream became spoiled.

9. Ms. Dunfield is president of the corporation.

10. Margaret hates tests.

11. Do you feel well?

12. Mr. Johnson is an honest man.

13. They became good friends.

14. Ms. Dunfield became president in October.

15. Permaco is a division of Lustrox.

MYSTERY HUNT

1. Brainstorm with students some words and phrases used to give directions: i.e. turn right, turn left, walk up, walk along, go through, etc.

2. Send students with paper and pencils out of the room singly at 3 minute intervals. Tell them they are to write directions for a "mystery location" anywhere in the facility. They should give detailed written instructions for someone else to follow and when they reach the "mystery location", they are only to say, "Where am I?" No direct mention of the final location is to be in the directions.

3. They should be instructed to return to the classroom within 45 minutes.

4. When they return, they will have 30 minutes to write up their instructions in final form. Encourage them to use specific details, complete sentences, and variety in sentence length and structure.

5. No names should be written on the papers, but they should put a code number to identify them.

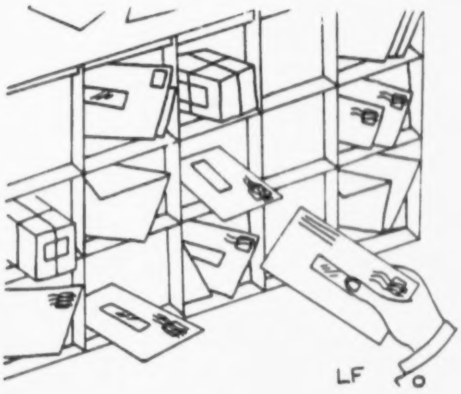
6. Papers will then be scrambled and drawn by other students.

7. Students will then be sent out again at one minute intervals, with directions in hand, to find the "mystery location". When they have found it, they should write in on the paper and return to the classroom. In any case, they should be told to return to the classroom within 30 minutes.

8. Students should then find the author of the directions they followed to confirm whether or not they found the "mystery location". If they did not, then they should analyze the directions together to discover the cause. Spirited class discussion can follow this exercise!

9. Student papers can be made into transparencies to be analyzed on the overhead at another class session.

Week 2
Theme: Mail Room



Competencies:

Math Competencies:
- Introduction to fractions
- Improper fractions
- Reducing fractions
- Adding Fractions
- Adding mixed numbers
- Subtracting Fractions
- Subtracting mixed numbers

English Competencies:
- Spelling and Vocabulary
- Review Subjective and Objective Complements: Predicate Adjective, Predicate Nominative,
  - Direct Object
  - Various computerized grammar and vocabulary skills from computer software for the Apple II
  - Reading for information

Office Competencies:
- Introduction to Keyboarding
  - Familiarity with the keyboard letters: ERT, YUI, DFG, HJK, CVB, NM
  - Familiarity with using diskettes, the return key, and space bar
- Figuring pay and hours: time cards

Field Trip:
- Mail Room operations
- Central Duplicating operations

Special Materials Required: Reproduce from Zip Code Directory pages for Alabama, Florida, and Oklahoma
-- a ruined diskette

MAIL ROOM

Week 2 -- OVERVIEW

HOUR:	I	II	III	IV
Day 1:	Vocabulary and Spelling Introduction to the Apple Computer	Keyboarding Practice	Review and practice Parts of Speech	
Day 2:	Introduction to Keyboard	Keyboarding Practice	Math: Introduction to Fractions	
Day 3:	Practice with Apple Computer Software	Keyboarding Practice	Field Trip to Mail Room Operations and Central Duplicating Operations at at the Community College	
Day 4:	Practice with Apple Computer Software	Keyboarding Practice	Introduction to adding and subtracting fractions Writing assignment: job description	
Day 5:	Practice with Apple Computer Software	Keyboarding Practice	Post Test first 2 weeks	Use of Zip Code Directory Review Parts of Speech

2.1

Week 2, Day 1
Theme: Mail Room

HOUR 1: VOCABULARY AND SPELLING (list 2.1.1)

INTRODUCTION TO THE APPLE COMPUTER

a. Cut up a ruined diskette. Show students the insides so they will understand why it is damaging to put in a diskette upside down (the lint remover will replace all the lint it was to have removed!)

b. Lecture on proper care and use of the diskette, and return, space bar, and backspace keys

c. Present student log and software. Have students try software and keep a log of which exercises (math, vocabulary, and grammar) they completed.

(See bibliography of Apple software for complete list)

(Student log for exercises is 2.1.1b)

HOUR 2: KEYBOARDING PRACTICE

a. Explain DOS, Boot System

b. Introduce proper fingering for home keys and keys "ER", "DF","JK," "UI"

c. On the Apple computer students will practice proper fingering for those 8 keys using Typing lesson 1, Pepe

HOUR 3/4: REVIEW PARTS OF SPEECH

a. Exercises 2.1.3 and 2.1.4

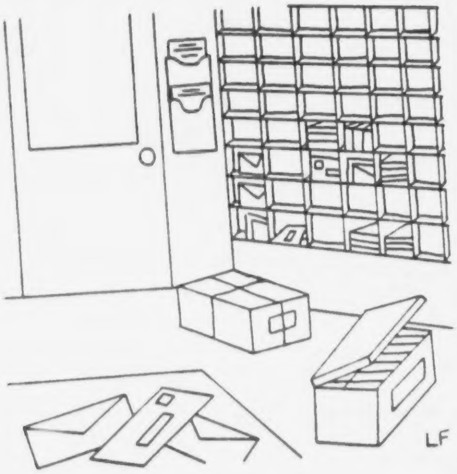
Special Materials: See 2.1.1 Computer log for software.

2.1.1.

Spelling and Vocabulary
Mail Room
Week 2

Zip Code (Zoning Improvement Program)
gal Friday
keyboard
MIS (Manager of Information Systems)
diskette
temp (Office Temporary)
on-line
terminal
monitor
CRT - Cathode Ray Tube
hardware
software
input
data
inter-office mail
bulk mail
postage meter
boot system
DOS (Disk Operating System)
space bar
return key

Method: Present the vocabulary by pretesting students and having them use their neuro-linguistic programming to study the words they missed. Drill words in smaller groups of 7 - 10 each day. Reinforce the words which apply to each lesson as they occur. Quiz students on Friday with dictation. Then have them use 5 or 6 of the words in sentences or give definitions for them.



2.1.1b EXERCISE

INTRODUCTION TO SOFTWARE

Student log for use of Apple software:
Name ______________________

Software	Date	Exercises Completed
Basic Vocabulary Builder on Computer		
Clue In		
A Computerized Tutorial Program to Accompany Accounting		
Decimals		
Fractions		
Fragments		
Grammar Mastery A		
Grammar Mastery B		
Grammar Mastery C		
Parallelism		
Percent and Proportions		
Prepositions		
Pronoun Reference		
Punctuation		
Essential Idioms (Dixon)		
Sentence Sense		
Vocabulary Mastery A		
Vocabulary Mastery B		
Wordrace		
PFS: Write		

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PARTS OF SPEECH

Directions: Label each word in the following sentences. Subject - subj.; verb - v.; direct object - D.O.; predicate nominative - P.N.; predicate adjective - P.A.; preposition - prep; object of the preposition - O.P.; adverb - adv.; conjunction - conj.; adjective - adj.

1. Does Mr. Hornbee like tunafish?

2. You voice your opinions too much.

3. Walter Mitchell can't read your handwriting.

4. Our birthdays fall on the 6th of November.

5. The president's secretary hid the petty cash box in a safe place.

6. The safe was full of documents.

7. Sign in, please.

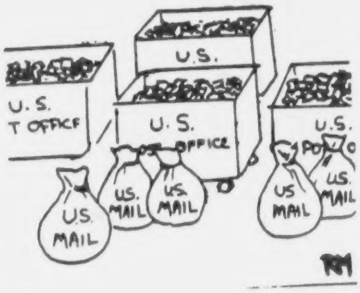
8. Someone just went past.

9. That is a past event.

10. Can you lift the lid of the printer?

11. Hang the picture up or stand it behind the movie screen.

12. Slowly and carefully, Leah sorted the mail.



2.1.4 EXERCISE

IDENTIFYING PARTS OF SPEECH

Directions: Label every word in the following sentences. Subject - subj.; verb - v.; direct object - D.O.; Predicate nominative - P.N.; Predicate Adjective - P.A.; Preposition - Prep.; Object of the Preposition - O.P.; adjective - adj.; (label articles as adjectives because they are used as adjectives.) REMEMBER THAT THE SUBJECT, VERB OR COMPLEMENT CAN NEVER BE IN A PREPOSITIONAL PHRASE.

1. Check the ribbon on this typewriter.
2. In her desk drawer were three boxes of paper clips.
3. Ms. Sawyer tried out several printers.
4. Mr. Wheeler tossed his coat on the chair.
5. She is Saundra's secretary.
6. Mr. Hornbee bought tickets for his trip.
7. Mr. Johnson has the measles.
8. Henry Hornbee's birthday is October 13.
9. Mr. Arnold is chairman of the board.
10. The custodian lost interest in his job.
11. Margaret is a fast data-entry operator.
12. Leah put more fluid in her duplicating machine.
13. Mr. Wheeler's assistant was being a real nuisance to us.
14. Walter Mitchell seems well-suited for the job.
15. Do you like computer work?
16. Water the plants.
17. Leah Sawyer became the manager of the mail room.
18. Why do you waste your time?
19. Neither of the men knew the answer.
20. Joel ate two pears and a banana.

2.2

Week 2, Day 2
Theme: Mail Room

HOUR 1: INTRODUCTION TO THE KEYBOARD

a. Give students a blank drawing of the keyboard, have them fill in the letters in sequence

b. Have students continue work with software, logging their progress for exercises completed (Exercise 2.1.1b)

(See bibliography for Apple software)

HOUR 2: KEYBOARDING PRACTICE

a. Lecture on proper finger position for letters "T", "G", "Y", and "H"

b. Have students practice Typing Lesson 2, Pepe

HOUR 3: MATH: INTRODUCTION TO FRACTIONS

a. Introduce fractions first with board exercises (Exercise 2.2.3 a and b)

b. Have students do exercise 2.2.3c

c. Drill the concept of fraction with pictures on the board until students are comfortable with the concept

d. Introduce mixed numbers and improper fractions

HOUR 4: REVIEW

LUSTTOX Corp.
LUSTROX
NOTICE
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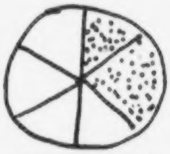
INTRODUCTION TO FRACTIONS

1. Draw a circle on the board and divide it into 6 pieces



2. Color in 2 parts of the circle.

3. Define a fraction as a PART OF A WHOLE which can be represented as:

$$\frac{\text{PART}}{\text{WHOLE}}$$

4. A whole number would be the same number on the top as on the bottom:

$$\frac{\text{SAME}}{\text{SAME}} = \text{whole number} \qquad \frac{6}{6} = 1$$

5. If the number on the top is SMALLER than the number on the bottom, then, you have a fraction, a PART OVER A WHOLE.

$$\frac{2}{6}$$

If there were 6 pieces of pie and Mr. Mitchell ate 2 of them, he ate 2/6 of the pie (two-sixths).

6. Demonstrate IN PICTURES ON THE BOARD the following fractions: 2/3, 1/3, 2/4, 1/2, 1/4, 3/8, 2/8, 4/8.

7. Drill until students are comfortable with this concept.

8. Introduce the terms numerator and denominator:

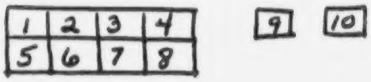
$$\text{Fraction} = \frac{\text{PART}}{\text{WHOLE}} = \frac{\text{NUMERATOR}}{\text{DENOMINATOR}}$$

IMPROPER FRACTIONS

1. Introduce the term IMPROPER FRACTION. When the top number (the numerator) is larger than the bottom number (the denominator), you have an IMPROPER FRACTION -- larger than the whole -- not proper.

2. Demonstrate in pictures the following fractions to show leftover parts.

10/8 12/7 5/4 6/4



3. When a fraction is improper, it must be changed to MIXED NUMBERS (a whole number plus a fraction).

$$\frac{A}{B} = A \div B = \text{MIXED NUMBER}$$

$$11/5 = \begin{array}{r} 2\ 1/5 \\ 5\overline{)11} \end{array}$$

4. Have students change improper fractions to mixed numbers Exercise 2.2.3c

EXERCISE

IMPROPER FRACTIONS

Directions: Change the following improper fractions into mixed numbers.

1. $\frac{14}{8}$

2. $\frac{12}{5}$

3. $\frac{21}{5}$

4. $\frac{19}{7}$

5. $\frac{24}{3}$

6. $\frac{16}{5}$

7. $\frac{11}{3}$

8. $\frac{10}{4}$

9. $\frac{26}{4}$

10. $\frac{32}{7}$

11. $\frac{38}{5}$

12. $\frac{42}{4}$

VOCABULARY

Drill such abbreviations as ZIP, MIS, CRT, DOS, and boot system.

GRAMMAR

Drill with questions to review rules as:

1. The subject, the verb, and the complement can never (be in the prepositional phrase).

2. The only part of speech which can modify a noun is an (adjective).

3. The only part of speech which can modify an adverb is (another adverb).

4. If you have a preposition, then you must also have (an object of a preposition.)

5. A linking verb can never take (a direct object).

MISCELLANEOUS TRUE OR FALSE.

1. In a fraction, the numerator is the top number. (T)

2. An improper fraction is bigger on the bottom. (F)

3. You will be able to apply for an MIS position after completion of this course. (F)

4. You will be able to apply for a CRT position after completion of this course. (T)

5. Two sentences can be joined together if you use a comma. (F)

6. PC stands for private computer. (F)

2.3

Week 2, Day 3
Theme: Mail Room

HOUR 1: PRACTICE WITH APPLE COMPUTER SOFTWARE

a. Have students continue vocabulary, grammar, and math practice with software. They should log their progress. (2.1.1b)

HOUR 2: KEYBOARDING PRACTICE

a. Lecture on accurate fingering for letters "C", "V", "B"

b. Students should do Typing Lesson 3, Pepe, on the Apple computer

HOUR 3/4: FIELD TRIP TO MAIL ROOM OPERATIONS AND CENTRAL DUPLICATING OPERATIONS OF YOUR FACILITY OR A NEARBY FACILITY

After their field trip, discuss with students what they observed: kinds of office machines in use, kinds of skills required for the jobs, what they might like or might not like about the jobs.

WRITING ASSIGNMENT: Assign a paragraph giving a job description of a switchboard operator, a mail room clerk, someone they might have seen in central duplicating, or other person whose job they have observed. Paragraphs may be collected, made into transparencies and analyzed on the overhead projector for structure and mechanics.

2.4

Week 2, Day 4
Theme: Mail Room

PRACTICE WITH APPLE COMPUTER SOFTWARE

Have students continue vocabulary, grammar, and math practice with software. They should log their progress. (Exercise 2.1.1b)

HOUR 2: KEYBOARDING PRACTICE

a. Lecture on accurate fingering for letters "N","M" and comma

b. Have students do Typing lesson 4, Pepe

HOUR 3/4: INTRODUCTION TO ADDING AND SUBTRACTING FRACTIONS

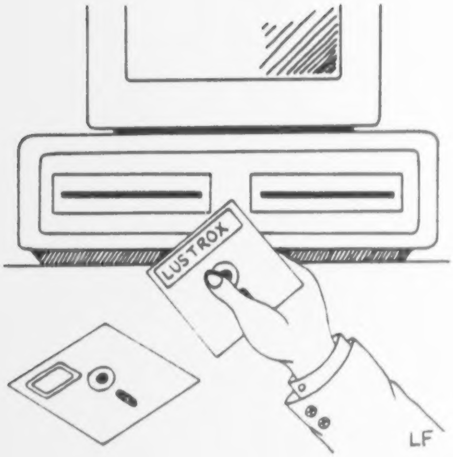
a. Lecture on reducing fractions and do board exercises 2.4.3a

b. Introduce addition of fractions and do with students exercises 2.4.3b

c. Introduce subtraction of fractions (2.4.3c) and have students do exercises

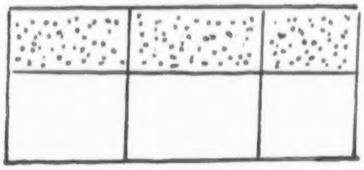
d. Introduce mixed numbers and do with students exercises 2.4.3d

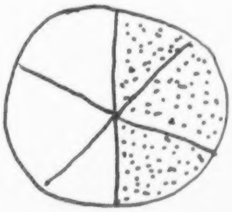
e. Students should do time card exercise 2.4.3e



REDUCING OR SIMPLIFYING FRACTIONS

1. Demonstrate that 3/6 is the same as 1/2.





It is better to work with fractions in their LOWEST TERMS (that is, when they can't be divided any more).

2. To reduce fractions, divide the top and the bottom by the SAME number.

$$\frac{4}{8} = \frac{4 \text{ divided by } 2}{8 \text{ divided by } 2} = \frac{2}{4} \; \frac{\text{divided by } 2}{\text{divided by } 2} = \frac{1}{2}$$

Directions: Divide the top numbers of these fractions (the numerators) by the same number that you divide the bottom numbers of these fractions (the denominators) to reduce them to their lowest terms.

1. $\frac{10}{20}$
2. $\frac{5}{10}$
3. $\frac{4}{6}$
4. $\frac{3}{21}$
5. $\frac{5}{25}$
6. $\frac{10}{50}$
7. $\frac{3}{12}$
8. $\frac{4}{8}$
9. $\frac{5}{15}$
10. $\frac{4}{20}$
11. $\frac{7}{21}$
12. $\frac{6}{24}$

ADDING FRACTIONS

1. To add fractions, ADD ONLY THE TOP NUMBERS. The bottom numbers (denominators) must be the same.

   a. First, find a common denominator.

   b. Then add the top numbers.

   c. Reduce when necessary.

Example:

$$\frac{5}{12} + \frac{5}{12} = \frac{10}{12} = \frac{5}{6}$$

Directions: Add the following fractions. If the top number comes out to be the same as the bottom number, then change your answer to 1.

1. $\frac{3}{6} + \frac{2}{6} =$

2. $\frac{3}{8} + \frac{2}{8} =$

3. $\frac{5}{16} + \frac{4}{16} =$

4. $\frac{3}{25} + \frac{8}{25} + \frac{2}{25} =$

5. $\frac{4}{5} + \frac{1}{5} =$

6. $\frac{4}{9} + \frac{3}{9} =$

7. $\frac{2}{14} + \frac{8}{14} + \frac{1}{14} =$

8. $\frac{1}{32} + \frac{9}{32} + \frac{20}{32} =$

9. $\frac{5}{8} + \frac{1}{8} =$

10. $\frac{3}{10} + \frac{6}{10} =$

11. $\frac{20}{33} + \frac{4}{33} =$

12. $\frac{25}{100} + \frac{25}{100} =$

SUBTRACTING FRACTIONS

To subtract fractions, subtract ONLY THE TOP NUMBERS, (the numerators). The bottom numbers (denominators) stay the same. Subtract the following fractions.

1. $\frac{9}{24} - \frac{4}{24} =$

2. $\frac{8}{16} - \frac{4}{16} =$

3. $\frac{10}{20} - \frac{5}{20} =$

4. $\frac{4}{10} - \frac{2}{10} =$

5. $\frac{8}{40} - \frac{3}{40} =$

6. $\frac{8}{12} - \frac{6}{12} =$

7. $\frac{5}{15} - \frac{2}{15} =$

8. $\frac{8}{32} - \frac{7}{32} =$

9. $\frac{12}{13} - \frac{7}{13} =$

10. $\frac{9}{18} - \frac{3}{18} =$

11. $\frac{55}{100} - \frac{40}{100} =$

12. $\frac{10}{26} - \frac{3}{26} =$

MIXED NUMBERS

When working with mixed numbers, treat the fraction separately. If the fraction is greater than one, add that part to the whole numbers. If you can't subtract the fractions, borrow from the whole number.

1. $$\begin{array}{r} 3\,\frac{3}{5} \\ +\ 5\,\frac{2}{5} \\ \hline \end{array}$$

2. $$\begin{array}{r} 9\,\frac{6}{8} \\ -\ 4\,\frac{4}{8} \\ \hline \end{array}$$

3. $$\begin{array}{r} 16\,\frac{8}{10} \\ -\ 12\,\frac{6}{10} \\ \hline \end{array}$$

4. $$\begin{array}{r} 7\,\frac{9}{12} \\ +\ 8\,\frac{2}{12} \\ \hline \end{array}$$

5. $$\begin{array}{r} 5\,\frac{6}{12} \\ -\ 3\,\frac{8}{12} \\ \hline \end{array}$$

6. $$\begin{array}{r} 100\,\frac{4}{8} \\ -\ 50\,\frac{2}{8} \\ \hline \end{array}$$

7. $$\begin{array}{r} 9\,\frac{2}{3} \\ +\ 2\,\frac{1}{3} \\ \hline \end{array}$$

8. $$\begin{array}{r} 11\,\frac{5}{6} \\ -\ 3\,\frac{2}{6} \\ \hline \end{array}$$

9. $$\begin{array}{r} 11\,\frac{3}{4} \\ -\ \frac{2}{4} \\ \hline \end{array}$$

FRACTIONS

Hank Gregory is Mr. Williams' foreman at the plant. Things have been busy at the plant lately and Hank has had to work overtime. For every hour over 8 hours in a day, he gets paid time-and-a-half. His regular pay is $9.50 per hour.

What is his overtime pay per hour? ________

Below is Hank's time card for October 5 - 9.

How many hours per day did he work?

M ______ T ______ W ______ Th ______ F ______

How many days did he get overtime? ____________

Which days? ____________

What was his daily pay?

M ________ T ________ W ________ Th ________ F ________

Mon.	Tues.	Wed.	Thurs.	Fri.
8:00-10:15 10:30-12:00 12:30-5:00 5:30-9:15	7:45-10:15 10:30-12:00 12:30-4:00 4:15-6:30	7:45-12:00 12:30-3:30 3:45-7:00 7:15-9:00	7:45-10:00 10:15-12:00 12:30-3:30 3:45-6:30	8:00-12:0 12:30-3:0 3:15-5:00

Total hours for the week: ___________

Total pay for the week: ____________

2.5

Week 2, Day 5
Theme: Mail Room

HOUR 1: PRACTICE WITH APPLE COMPUTER SOFTWARE

a. Have students continue vocabulary, grammar, and math practice with software. They should log their progress. (Exercise 2.1.1)

HOUR 2: KEYBOARDING PRACTICE

a. Review accurate fingering for "DFG", "HJK", "CVB", "NM", comma, "ERT", and "YUI"

b. Students should do Typing Lesson 5, Pepe

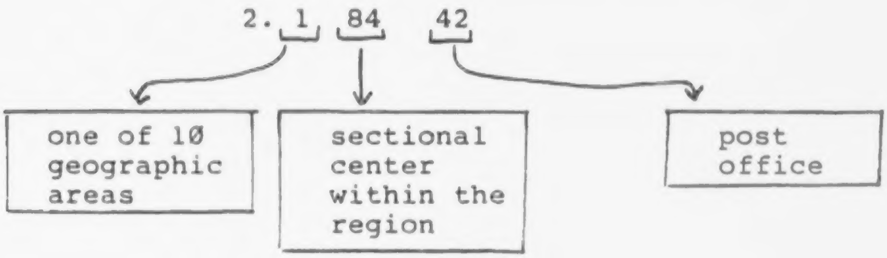
HOUR 3: SKILL MEASUREMENT FIRST TWO WEEKS

HOUR 4: USE OF ZIP CODE DIRECTORY

a. Discuss what the zip code is and how it works

1. Zoning Improvement Program

2\.


1
84
42
one of 10 geographic areas
sectional center within the region
post office

b. Discuss why it is important to use the ZIP CODE

c. Demonstrate where to put the ZIP on an envelope

d. Do exercise 2.5.4a

REVIEW PARTS OF SPEECH

(Exercise 2.5.4b)

SPECIAL MATERIALS NEEDED: Copies of pages from the ZIP code book for Alabama, Florida and Oklahoma

SKILL MEASUREMENT CHAPTERS 1 AND 2

I. Write the following cardinal numbers in words: (2 pts. each) Example: 1. one

3 ____________________

7 ____________________

8 ____________________

12 ____________________

22 ____________________

II. Write the following ordinal numbers in words: (2 pts. each) example: 11th eleventh

2nd ____________________

13th ____________________

17th ____________________

21st ____________________

40th ____________________

III. Match the following vocabulary. (2 pts. each)

________ 1. CRT a. zoning improvement program

________ 2. temp. b. United Parcel Service

________ 3. UPS c. expression used for entering data in a computer

________ 4. input d. cathode ray tube

________ 5. ZIP e. person who does a variety of duties in an office

________ 6. gal Friday f. office worker who is employed for a short period of time, not a permanent worker

Skill Measurement, Weeks 1/2

IV. Match each of the words with its part of speech. One is used twice. (2 pts. each.)

1 2 3 4 5 6 7 8
John ate the birthday cake before the party.

______ 1. John	a. verb
______ 2. ate	b. direct object/noun
______ 3. the	c. preposition
______ 4. birthday	d. subject/noun
______ 5. cake	e. object of preposition
______ 6. before	f. article/adjective
______ 7. the	g. adjective
______ 8. party	

V. Do the following math problems: (6 each)

$$\begin{array}{r} 4,536 \\ 5,423 \\ 5,789 \\ 8,017 \\ \hline \end{array} \qquad \begin{array}{r} 4,670 \\ -2,536 \\ \hline \end{array} \qquad \begin{array}{r} 2,759 \\ \times \quad 3 \\ \hline \end{array}$$

$$\frac{2}{3} + \frac{5}{10} = \qquad 2\frac{3}{5} + 3\frac{4}{5} = \qquad \frac{6}{8} - \frac{2}{8} =$$

VII. From the information in the following paragraph, fill out the form which follows. (2 pts. each)

Mr. Gregory Paul Osborne lives at 3434 Cornell Walk in West Hartford, Connecticut. His telephone number is 203-555-4627. His zip code is 06117. His social security number is 495-88-0909. His driver's license number is NP-458767. He is 43 years old.

Last name: ______________________

middle initial: ____________________

sex: _________________

telephone number: ____________________

zip code: _______________

VIII. Answer the following questions as they pertain to a computer. (2 pts. each)

a. Is the "return key" on the right or left of the keyboard on a computer?

b. Is the "space bar" used by your thumb or or little finger?

VIV. Short essay. Pretend that you are the teacher. Describe accurately to a new student the "do's and don'ts" of handling a computer diskette:

Short essay. Briefly explain what it means to "boot the system."

BONUS

Hank Gregory worked the following hours. For every hour over 8 hours he gets paid time-and-a-half. His regular pay is $8.50 per hour.

What is his overtime pay per hour? ____________

How many hours per day did he work?

M T W Th F

________ ________ ________ ________ ________

What was his daily pay?

M T W Th F

________ ________ ________ ________ ________

Mon	Tues.	Wed.	Thurs.	Fri.
8:00 - 10:30	7:45 - 10:15	7:45 - 10:30	8:00 - 12:00	7:45 - 11:45
10:45 - 12:00	10:30 - 12:30	10:45 - 12:00	1:00 - 5:30	12:30 - 6:45
1:00 - 5:30	1:00 - 3:15	1:00 - 5:30		
	3:45 - 5:30			

Label every word in the following sentences with the proper part of speech.

1. Do you like bananas?
2. Jim wanted computer lessons.
3. Mr. Hornbee became the new director.
4. September is my favorite month.
5. He ate two pizzas and drank two cokes.
6. Put your pencil down.
7. He answered too quickly.
8. He is angry.
9. He is seldom angry.
10. He dropped his book off the table.
11. I will buy a station wagon.
12. He found an empty seat in the last row.

READING FOR INFORMATION
ZIP CODE DIRECTORY

MATERIALS NEEDED: Pages from Zip Code Directory on Alabama, Florida, and Oklahoma

1. What county is Bolling, Alabama, in?

2. What is the zip code for Gulf Shores, Alabama?

3. What is the abbreviation for Florida? Where did you find it in the directory?

4. Name three things that aren't cities or towns which might have their own zip code designations.

5. What would a house on the 5000 block of Billen Avenue North in Oklahoma City, Oklahoma, have as its zip?

6. What would a house on the 5000 block of Billen Avenue South in Oklahoma City, Oklahoma, have as its zip?

7. Are 362 the first three digits of the zip of Anniston, Alabama, the middle three digits, or the last three digits?

2.5.4b EXERCISE

PARTS OF SPEECH

Directions: Label each word in the following sentences. Subject - subj.; verb - v.; direct object - D.O.; predicate nominative - P.N.; predicate adjective - P.A.; preposition - prep; object of the preposition - O.P.; adverb - adv.; conjunction - conj.; adjective - adj. AN EXPLETIVE IS A WORD THAT HAS NO FUNCTION IN THE SENTENCE. THE WORD 'THERE' IS OFTEN USED AS AN EXPLETIVE TO INVERT THE SUBJECT AND VERB. Label expletive - exp.

1. Mr. Wheeler has gone to New York.

2. A breeze came in the window.

3. Is Mitchell traveling there by car?

4. Saundra waited patiently for the job applicant.

5. The map shows the time zones of the U.S.

6. Leah has been a faithful helper.

8. He will be ready at 3 p.m.

9. The sky looks cloudy for the employee picnic.

10. Mr. Mitchell looked at the report.

11. Where was Mr. Williams at the time?

12. The company pays good wages to its employees.

13. Here it is!

14. He will sit near the front.

15. The bus to Bethlehem stops at this corner.

16. Don't omit vegetables from the employee's luncheon menu.

17. At Lustrox Corporation there are many jobs for women.

18. Where is he?

19. The only person late for work was you.

20. The audit began last week.

Week3
Theme: Data Entry

Competencies:

Math Competencies:
- Review Adding and Subtracting Fractions
- Multiplying Fractions
- Multiplying Mixed Numbers
- Dividing Fractions
- Dividing Mixed Numbers

English Competencies:
- Spelling and Vocabulary
- Review adverb form
- Review parts of speech
- Practice with prepositional phrases
- Simple Subjects
- Simple Predicates
- Fragments
- Introduction to the indirect object
- Introduction to capitalization
- Subject/Verb Agreement
- Reading for information
- Abbreviations
- Alphabetizing

Office Competencies:
- Using a highlighter when reading
- Typing practice: familiarity with letters on keyboard
- Sorting alphabetically
- Sorting by number
- Sorting by category
- Formatting a non-bootable diskette
- Introduction to IBM PC
- Introduction to "Spreadsheet", First Choice software
- Editing on the computer "copy" and "move"

Special Materials:
- Student Booklet "Rolodex for Lustrox Company" (see day 1)
- 1 package of index cards for each student
- a box of rubber bands (to hold student address files); glue or scotch tape
- a copy of the page from the zip code directory with state abbreviations
- Blank student diskettes for computers

DATA ENTRY

Week 3 -- Overview

Hour:	I	II	III	IV
Day 1:	Spelling and vocabulary Intro. to Data Entry	Review adverb forms Practice with prepositional phrases Make address cards for use later in the week	Introduction to IBM PC Formatting a non-bootable diskette	Keyboarding Practice
Day 2:	Adding and Subtracting fractions		Abbreviations of states Introduction to editing on the IBM PC	Keyboarding Practice
Day 3:	Introduction to indirect object Practice with simple sentences		Introduction to Spreadsheet: Sorting by Category	Keyboarding Practice
Day 4:	Dividing Fractions		Practice with Spreadsheet: Sorting by Number	Keyboarding Practice
Day 5:	Vocabulary Quiz Review grammar: Subject/verb agreement and simple subjects		Practice with Spreadsheet: Sorting alphabetically	Keyboarding Practice and Review

3.1

Week 3, Day 1
Theme: Data Entry

Hour 1:

VOCABULARY AND SPELLING (List 3.1.1)

INTRODUCTION TO DATA ENTRY

Discuss with students, or if possible have a guest speaker come into the classroom, the job responsibilities of a data entry operator.

Hour 2: PRACTICE WITH ADVERBS

a. Review spelling rules for adverbs

b. Do exercises 3.1.2a and 3.1.2b

PRACTICE WITH PREPOSITIONAL PHRASES

a. Exercise 3.1.2c

b. **Give students a paragraph from a reading book and have them highlight all the prepositional phrases in it.**

PREPARATION FOR COMPETENCIES 3.3.3 - 3.5.3

Give out "Student Booklet" (3.1.2d - 3.1.2g), have students make their own address cards by cutting out addresses and putting them on 3x5 cards

Note: They will need the information from the "Student Booklet" throughout the course, so should keep their index cards in their student files.

Hour 3: INTRODUCTION TO THE IBM PC AND FIRST CHOICE SOFTWARE

(Lesson 3.1.3a - 3.1.3c)

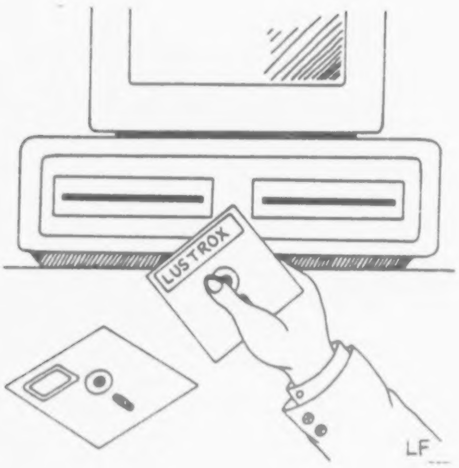
Hour 4: KEYBOARDING PRACTICE

a. Lecture on proper fingering for keys "W", "S", and "X". Review: drill the keys to music.

b. Students should do Typing Lesson 6, Pepe

3.1.1

Spelling and Vocabulary
Data Entry
Week 3



envelope
Number 10 envelope
word processing
tractor feed
single sheet
daisy wheel
matrix dot
data processing
alphabetical order
alphabetizing
delete
edit
return
enter
escape
number pod
tabulate (tab)
legible
junk mail
computer printout

Method: Present the vocabulary by having students copy the words from the board and by defining each one. Have students use their neuro-linguistic programming to study the words they don't know. Drill words in smaller groups of 7 - 10 each day. Reinforce the words which apply to each lesson as they occur. Quiz students on Friday with dictation. Then have them use 5 or 6 of the words in sentences or give definitions for them.

3.1.2a EXERCISE

PRACTICE WITH ADVERBS

Directions: Write the adverb form of the following words. Remember if the adjective form ends in "-y", change the "y" to "i" and add -ly.

lazy ____________________

calm ____________________

active ____________________

earnest ____________________

stingy ____________________

bad ____________________

patient ____________________

sour ____________________

bashful ____________________

honest ____________________

breezy ____________________

generous ____________________

accurate ____________________

gloomy ____________________

cheap ____________________

convenient ____________________

merry ____________________

sane ____________________

dainty ____________________

accidental ____________________

bitter ____________________

childish ____________________

stubborn ____________________

public ____________________

handy ____________________

annual ____________________

happy ____________________

warm ____________________

attractive ____________________

weary ____________________

careless ____________________

safe ____________________

fancy ____________________

dainty ____________________

necessary ____________________

speedy ____________________

bright ____________________

clear ____________________

ADVERBS

Most Adverbs have an -ly ending, but some are harder to find. Remember that an adverb tells "how, when, where, or why." AN ADVERB IS THE ONLY PART OF SPEECH WHICH CAN MODIFY AN ADJECTIVE OR ANOTHER ADVERB.

Directions: Label each word with its appropriate part of speech for the words in the following sentences.

1. Susan typed accurately and speedily.

2. Susan was always an accurate and speedy typist.

3. Mr. Mitchell came to the meeting too late.

4. The receptionist was so happy with her raise.

5. The word processors were very tired.

6. The report was fundamentally wrong.

7. Mr. Williams and Mr. Hornbee often traveled together.

8. Ms. Dunfield is a very fair and responsive manager.

PRACTICE WITH PREPOSITIONAL PHRASES

Prepositional phrases have a definite rhythm. They must begin with a preposition and end with a noun (the object of the preposition). You never have one without the other. In between the preposition and the object of the preposition you have modifiers -- usually adjectives modifying the noun object of the preposition. However, it is possible to have an adverb modifier in a prepositional phrase. It would modify one of the adjectives. REMEMBER: THE SUBJECT, VERB, OR COMPLEMENT OF THE SENTENCE CAN NEVER BE IN A PREPOSITIONAL PHRASE.

Read the following prepositional phrases and listen to their rhythm:

up the hill
over the mountain
in the valley
on the table
into the car
above the blue couch
around the next corner
for the next five years
in the very small box

Can you find the adverb? What word does it modify?

Notice that ALL ARTICLES (a, an, the) ARE USED AS ADJECTIVES. REMEMBER THAT ALL OBJECTS ARE NOUNS.

Exercise 1 Directions: In your notebooks write prepositional phrases for the following prepositions. Label the prepositions (prep.). Label adjectives (adj.) Label objects of the preposition (o.p.). If you use any adverbs, label them (adv.)

at
in
for
through
above
about
between
upon
by
to
among
beside

Exercise 2 Highlighting prepositional phrases.

Directions: For a page in your reading book, highlight all the prepositional phrases. Be sure that each prepositional phrase has a preposition and an object of the preposition.

3.1.2d

ROLODEX LIST FOR LUSTROX COMPANY

Mr. John Anderson (h)
2350 Pearl Street
Sunberry, Ohio
14856

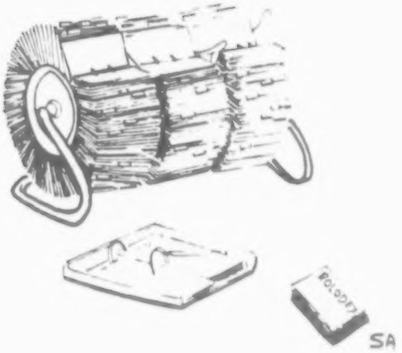
Tele: 216-555-4340

Ms. Janet Hinman (f)
1335 Fiddler Road
Ithaca, New York 14850

Tele: 315-555-9988

Mr. Lawrence Smith (c)
500 Manning Street
Camden, North Carolina 27921

Tele: 919-555-0897



Ms. Sarah Johnson (f)
Rte. 1
Box 344A
Springfield, Illinois 62704

Tele: 815-555-7474

Mr. Gregory Osborne (h)
3434 Cornell Walk
West Hartford, Connecticut 06117

Tele: 203-555-4627

Mr. Andrew Gregoris (f)
59 Gault Road
Bedford, New Hampshire 03102

Tele: 603-555-5823

Mr. Randolph Palmer (c)
185 Rusty Road
Columbus, Ohio 43214

Tele: 614-555-2597

3.1.2e
Rolodex, Lustrox Company, continued

Mr. Einar Womner (c)
Skogtunetz 300
Stabekk, Norway

TWX:

Mr. Joseph Scharras (f)
499 W. 58th St.
Hinsdale, Illinois 60521

tele: 815-555-2345

Ms. Jane Novotny (h)
1795 Asylum Avenue
Little Falls, New York 13365

Tele: 518-555-2744

Dr. Frank Krasuski (h)
455 Monroe Street
Westchester, Pennsylvania 19380

Tele: 814-555-2999

Ms. Suzanne Brownlee (c)
1024 Bedford Hills Drive
Lake Shores
Virginia Beach, Virginia 23455

Tele: 804-555-3322

Mr. Charles Knief (h)
The Asia Plaza
77 Chien Kuo Road
Taipei 118, Taiwan

Tele:

ROLODEX FOR LUSTROX COMPANY, continued

Lt. Com. Richard Phalan (h)
2388 Hilton Place
Gaitersburg, Maryland 20879

Tele: 301-555-6738

Ms. Tai Lazo (f)
5777 32nd Street
Mt. Rainier, Maryland 20822

Tele: 301-555-6662

Mr. John Campbell (f)
1478 Warren Road
Allentown, Pennsylvania 18105

Tele: 215-555-3877

Ms. Mildred Brown (c)
RFD 2
Winthrop, Maine 04364

Tele: 2076-555-1748

Mr. Harold Gross (c)
9708 High Street
Worthington, Ohio 43085

Tele: 614-555-4837

Mr. Walter Kuck (h)
5599 Santa Maria
Venice, Florida 34285

Tele: 813-655-5555

Sr. Jorge Santos (c)
Universidad de Tarapaca
Casilla 287
Arica, Chile

Tele:

Mr. Eugene Broadwell (f)
3366 Main Street
Bedford Heights
Earlysville, Virginia 22936

Tele: 703-555-2966

ROLODEX FOR LUSTROX COMPANY, continued

Dr. Donald Berth (h)
300 Judd Falls Road
Allentown, Pennsylvania 18105

Tele: 215-555-8989

Ms. Kathryn Dickason (f)
577 Mason Drive
Marietta, Georgia 30067

Tele: 404-555-7878

Ms. Sally Gauch (f)
499 Holden Avenue
Trumansburg, New York 14886

Tele: 315-555-8966

Mr. Frederick Hanes (c)
3777 Hilcrest Drive
Orange, California 92667

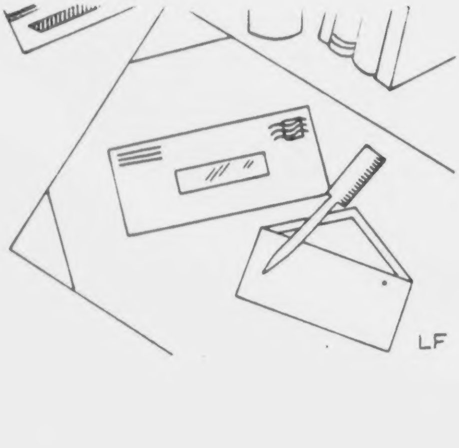
Tele: 805-555-7744

Ms. Wanda Metzger (h)
5778 Sprucewood Court
Carlisle, Pennsylvania 17013

Tele: 412-555-3677

Mr. David Prudhomme (c)
8989 Cayuga Street
South Berlin, Massachusetts 01503

Tele: 617-555-4337



Introduction to
PFS First Choice Software
for the IBM PC

1. Turn on your printer (right side)
2. Turn on your monitor
3. Put Dos diskette in left drive
4. Turn on PC
5. Enter appropriate date and time
6. Put "First Choice" diskette in left drive and dictionary diskette in right drive (or blank student working diskette)
7. Type "First"

MAIN MENU

1. Create a document
2. Create a file folder (requires blank diskette)
3. Create a report (requires blank diskette)
4. Create a spreadsheet
5. Get an existing file
6. Connect another printer
7. Set up equipment
8. EXIT leave first Choice

FUNCTION KEYS

F1 - Help
F2 - Save, merge, erase file
F3 - Find, replace, spell, tabs, margin, page
F4 - Print
F5 - Highlight, delete, copy, move, insert
   blank line, delete line, word, document
F6 - Boldface, underline, italics

3.1.3b

SPECIAL KEYS

1. ESC, back, return, tab, shift, control
space bar
2. Cursor
3. Number pod
4. Ins. - cursor to where you want to insert, hit "ins", type what you want inserted, hit "ins" again
5. Del. - cursor to the letter you want deleted. Hit "del". It will remove the letter.

PRINTING

F4, enter, menu choice, enter, adjust paper, enter

FORMATTING A NON-BOOTABLE DISKETTE

a. Insert Dos in Disk drive A
b. Type format B: return
c. when it says "enter desired volume", press [enter]
d. When it says, "Do you wish to format another diskette?" Y/N, choose no "N"
e at a>, remove your diskette
f. Make a label and apply it properly to the diskette (use magic marker, make label first, do not write on it while it is on the diskette)

USING FIRST CHOICE SOFTWARE

SAVING A DISKETTE

a. Choose create a file
b. create the document
c. press f2
d. choose #1, save a copy
e. remove the dictionary diskette from drive b:
f. put student diskette in drive b:
g. [enter]
h. when you name the document (if the menu says drive a/), put "b:" before the name. The computer will add .doc. i.e. b:Brenda.doc
i. [enter]

The computer will tell you if it is saving or replacing. It will "replace" when the document already exists.

You can continue with the same document and save new changes or PRINT.

QUITTING TIME

1. Save any documents you might have

2. esc. (escape) to the main menu

3. Choose #8 - "Leave First Choice"

3.2

Week 3, Day 2

HOUR 1: REVIEW AND PRACTICE ADDING AND SUBTRACTING FRACTIONS

a. Review rules for adding and subtracting fractions

b. Have review questions on 3 x 5 cards and make a contest for review. Questions can be given different point values for difficulty or all be the same value. Divide the class into two teams.

HOUR 2: INTRODUCTION TO MULTIPLYING FRACTIONS

a. Lecture on rules for multiplying fractions and do board exercises 3.2.2a with students

b. Introduce changing mixed numbers to improper fractions and do with students exercises 3.2.2b

HOUR 3: PRACTICE ABBREVIATIONS OF STATES

a. Give out ditto with 2-letter abbreviations for states
(One can be made from a page in the ZIP code directory or page 47, Pepe)

b. Drill as a class

c. Have students drill each other one to one

d. Give them their "Student Booklet" (now on 3 x 5 cards) and have them write the abbreviation for each state on the four pages of addresses

HOUR 4: INTRODUCTION TO EDITING ON THE IBM PC AND KEYBOARDING PRACTICE

a. Lecture on proper fingering for "O, L" and the period

b. Have students do Typing Lesson 7, Pepe

c. After they have a full screen, demonstrate the editing techniques of "copy, move, delete, and replace" on the IBM PC. (See 3.2.3) Have them practice manipulating data.

d. Have them practice again: typing the lesson and using editing functions

MULTIPLYING FRACTIONS

You DON'T NEED COMMON DENOMINATORS TO MULTIPLY. SIMPLY MULTIPLY ACROSS THE TOP AND MULTIPLY ACROSS THE BOTTOM, SEPARATELY. Reduce when necessary.

Example: $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} = \frac{1}{8}$

$\frac{3}{4} \times \frac{3}{4} = \frac{9}{16}$ $\frac{3}{5} \times \frac{6}{8} = \frac{18}{40} = \frac{9}{20}$

Change whole numbers to fractions when multiplying:

$$\frac{5}{6} \times 6 = \frac{5}{6} \times \frac{6}{1} = \frac{30}{6} = \frac{5}{15}$$

You can CANCEL by dividing the same number into both the top (numerator) and the bottom (denominator).

$$\frac{9}{\underset{2}{\cancel{10}}} \times \frac{\overset{1}{\cancel{5}}}{8} = \frac{9}{16}$$

Multiply the following fractions and whole numbers:

1. $\frac{1}{3} \times 3 =$ 2. $\frac{5}{6} \times \frac{7}{9} =$ 3. $\frac{3}{4} \times \frac{2}{5} =$

4. $\frac{2}{3} \times \frac{7}{8} =$ 5. $\frac{1}{2} \times 3 =$ 6. $\frac{7}{16} \times \frac{2}{14} =$

7. $\frac{2}{4} \times \frac{4}{7} =$ 8. $\frac{3}{5} \times \frac{5}{8} =$ 9. $\frac{1}{6} \times \frac{7}{10} =$

CHANGING MIXED NUMBERS TO IMPROPER FRACTIONS

To change the mixed number $3\frac{1}{3}$ to an improper fraction, multiply the denominator of the fraction times the whole number and add the numerator. Put the "new" numerator over the old denominator.

$$A\frac{B}{C} = \frac{\text{answer}}{C}$$

$$C \times A + B = \frac{\text{Answer}}{C}$$

$$\text{Thus: } 3\frac{1}{3} = \frac{10}{3}$$

Change the following mixed numbers to improper fractions:

1. $5\frac{2}{3} =$ 2. $6\frac{7}{8} =$ 3. $4\frac{1}{4} =$

Multiply the following fractions and mixed fractions:

1. $2\frac{1}{3} \times 1\frac{3}{4} =$ 2. $3\frac{2}{3} \times 5\frac{1}{4} =$ 3. $5 \times 1\frac{1}{3} =$

4. $1\frac{1}{2} \times 4\frac{1}{2} =$ 5. $\frac{5}{6} \times 2\frac{1}{3} =$ 6. $3\frac{1}{4} \times 4 =$

7. $\frac{2}{3} \times 2\frac{1}{2} =$ 8. $\frac{8}{16} \times \frac{9}{12} =$ 9. $2\frac{1}{8} \times 2\frac{1}{20} =$

USING FIRST CHOICE SOFTWARE

EDITING ON THE IBM PC

COPY

a. Put cursor at beginning of what you want to copy
b. F5
c. choose #1, Select text
d. Move the cursor to highlight
e. Hit F5 again
f. Choose #3 copy
g. Move cursor to where you want it copied
h. Hit F5 again
I. Choose #5, paste (watch it copy on your document)

MOVE

a. Put cursor at the beginning of what you want to move
b. F5
c. Choose #1 "Select Text" (cursor across to highlight what you want to move)
d. F5
e. Choose #4, "Move selected text" (It's gone!!!)
f. Move cursor to where you want it moved to
g. F5
h. Choose #5, "Paste" and it will reappear where you put the cursor

DELETE

a. Put your cursor next to what you want to take out
b. F5
c. Choose #7 (erase line), #8 (erase word), or #9 (erase document)

FIND AND REPLACE

a. Put your cursor at the beginning of your document
b. F3 (enter)
c. type in exactly what you want it to find
d. Type in exactly what you want it to be replaced with
e. choose manual or automatic M or A (watch it replace)

3.3
Week 3, Day 3
Data Entry

Hour 1: SENTENCE FRAGMENTS
PRACTICE SENTENCE FRAGMENTS

a. Demonstrate ways to repair sentence fragments and review parts of the sentence with students

b. Do exercises 3.3.1 a + b

Hour 2: INTRODUCTION TO THE INDIRECT OBJECT

(Exercise 3.3.2)

Hour 3: INTRODUCTION TO SPREADSHEET

a. Demonstrate how to get to "Spreadsheet" on First Choice software and drill cursor movements

b. Have students sort data from "Student Booklet" according to category (Exercise 3.3.3) and enter that data on the spreadsheet

Hour 4: KEYBOARDING PRACTICE

a. Lecture on proper fingering for keys "Q", "A", and "Z"

b. Students should do typing lesson 8, Pepe

3.3.1a EXERCISE

SENTENCE FRAGMENTS

Label the following as F (fragments) or S (sentences).

____________ stayed at the office until 7:30

____________ call me before noon

____________ Saundra puts in more time than anyone else

____________ come in

____________ a Tandy-2000 computer for the receptionist

____________ a benefits package from the largest insurance company in the nation

____________ an affirmative action program with outreach into the community was enacted

____________ plant tours every two hours on Wednesdays

____________ lost her computer log and was anxious to find it

____________ working and working to fix the machine

SENTENCE FRAGMENTS

Directions: Change the following sentence fragments to complete sentences.

1. Working all night,
2. Looking for my secretary,
3. After she put in the data,
4. Watching his secretary,
5. Coming home at 5:00 o'clock,
6. Mr. Hornbee breakfast at 10 a.m.
7. After he saw me,
8. Since I saw you,
9. was a very big man
10. Seeing that things were out of control,
11. Adjusting his PC monitor,
12. Immediately after the meeting,
13. While transcribing the letter,

PARTS OF SPEECH
INDIRECT OBJECT

Directions: Label every word in the following sentences with the appropriate abbreviation for its part of speech. Indirect Objects should be labeled: I.O. Not all the sentences have indirect objects.

1. Mr. Mitchell has been sending Permaco telegrams.
2. Give the customers some coffee with cream.
3. Please bring me your computer printout.
4. He will not borrow money from the company.
5. Saundra sent him a long inter-office memo.
6. Mr. Wheeler is not in the conference room.
7. The office had been painted green.
8. Margaret tossed the junk mail into the basket.
9. We threw your rough draft into the wastebasket.
10. Will you be his secretary now?
11. Why is the customer here?
12. Always write legible papers.
13. Joel and Frank have finally become friends.
14. Where was Ms. Dunfield at that time?
15. Very few women become presidents of corporations.
16. When will he be here?
17. Mr. Williams promised his secretary a vacation in June.
18. Thirteen paper clips poured out of the cup.
19. Please fix the coffee.

LUSTROX CORPORATION
CHRISTMAS GIFT

SORTING

Hand out "Student Booklet - Rolodex for Lustrox Corporation". (3.1.2d-g) Have students use their index cards with addresses to separate the cards into three categories. (h) = ham, (f) = fruit, (c) = cheese. Ms. Dunfield wants to know which employees want ham, which want fruit, and which want cheese for their Christmas baskets which are always given as presents to all regional representatives and friends of Lustrox Corporation.

Directions:

1. Students should sort data according to (h), (f), (c).
2. Students should enter data in three separate lists into their computers using Spreadsheet. (name, address, gift choice)
3. Students should answer the following questions put on the board as a quiz.

Questions on board for student notebooks or to hand in as a quiz:

1. How many men want cheese?
2. How many women want fruit?
3. What percent of the total Christmas gifts ordered ordered ham?
4. How many overseas orders are there?

3.4

Week 3, Day 4

HOUR 1/2: INTRODUCTION TO DIVIDING FRACTIONS

a. Lecture on rules for dividing fractions

b. Do exercise 3.4.3a with students and then have them do the word problems, multiplication and division, exercise 3.4.3b.

HOUR 3: SORTING NUMERICALLY; PRACTICE SPREADSHEET

a. Review cursor movements and editing functions for spreadsheet

b. Using "Student Booklet", students should sort addresses by zip code. (Explain that in an office often sorting by zip code is necessary for a bulk mailing.)

c. Students should enter addresses in order by zip on Spreadsheet, First Choice software.

HOUR 4: KEYBOARDING PRACTICE

a. Lecture on accurate fingering for "P", semi-colon, and the use of "shift" and "lock"

b. Review how to get from "Spreadsheet" to "Create a Document" in First Choice software

c. Students should do Typing Lesson 9, Pepe

DIVIDING FRACTIONS

Remember: To divide fractions, invert (turn upside down) the divisor (fraction after the division sign), then multiply across the top and across the bottom. Reduce if possible.

Directions: divide the following fractions.

1. $6\frac{1}{2} \div \frac{1}{2} =$
2. $10\frac{1}{2} \div \frac{3}{4} =$
3. $3\frac{1}{8} \div \frac{6}{8} =$
4. $12\frac{3}{4} \div \frac{1}{4} =$
5. $400 \div 2\frac{1}{2} =$
6. $250 \div \frac{5}{6} =$
7. $600 \div \frac{2}{3} =$
8. $4\frac{5}{6} \div \frac{1}{6} =$

MULTIPLYING AND DIVIDING FRACTIONS

1. The corrugated cardboard used to make boxes for the Lustrox Corporation comes in rolls of 300 feet. If 2 1/2 yards are needed to make one box, how may rolls of cardboard do they need to make 400 boxes?

2. Lustrox Corporation divides the country into 6 regions for sales and marketing distribution. If each region gets 1/6 of their budget of $4,200,000, what amount of money goes to each region?

3. Mr. Mitchell in his travels across country flew 3000 miles in 8 3/4 hours. How many miles did he fly in 1 hour? (Round off to nearest mile.)

4. The corporation's chef needs to buy hamburger for the spring picnic. If there are 630 employees attending the picnic, and each hamburger takes 1/4 pound, how many pounds of hamburger must he buy?

4. The employees on the line making Hair Be Shiny Shampoo can turn out 900 bottles of shampoo in one minute. Their boss wants them to increase their productivity by 1/3. How many bottles will they need to produce in 1 minute?

5. Juana did typing for 3 1/2 hours every weekday for the last week. How many hours did she type in all?

3.5

Week 3, Day 5

HOUR 1: UNDERSTANDING SIMPLE SUBJECTS

a. Introduce simple subjects

b. Do with students exercise 3.5.1

HOUR 2: UNDERSTANDING SUBJECT/VERB AGREEMENT

a. Discuss rules for subject verb agreement

b. Do with students exercises 3.5.2a + b

CLASS DISCUSSION: have students work in groups to make a list of those things a computer can do and those things which can't be done by a computer (i.e. a computer can't correct your grammar). Have them present their findings to the class.

HOUR 3: SORTING ALPHABETICALLY

a. (Exercise 3.5.3)

b. From "Student Booklet", students should sort the addresses alphabetically

c. Students should enter addresses in Spreadsheet, First Choice software

HOUR 4: KEYBOARDING PRACTICE: REVIEW

a. Students should do Typing Lesson 10, Pepe

FINDING SIMPLE SUBJECTS AND SIMPLE PREDICATES

Directions: With your highlighter, highlight all the prepositional phrases in the following paragraph. Then label all the other words with their part of speech. On the lines at the bottom of the page, write the simple subjects and the simple predicates of the sentences.

1) On Ms. Dunfield's desk were a computer, a blotter, three pens, a coffee mug, and a picture of her husband. 2) She sat and dictated a letter about her new Manager of Standards. 3) She wanted him on the staff by January 1. 4) The message was clear. 5) Personnel was told in no uncertain terms about relocation and salary terms.

	SUBJECTS	PREDICATES
1)		
2)		
3)		
4)		
5)		

SUBJECT-VERB AGREEMENT

Conjugate the verb "to be" in the present tense. Drill the present tense. Remind students that the "is" with the "-s" is third person singular.

Put the following verbs on the board. Ask students which ones are third person singular:

eats
does
is
goes
calculates
are
do
have
likes
type
has
go
want
wants
sits

All the third person, singular, present tense verbs end in "s". (Only an occasional verb, like "can" when it means "be able" doesn't have an "s"). "S" ON A NOUN MAKES IT PLURAL; "S" ON A VERB MAKES IT SINGULAR.

SUBJECT/VERB AGREEMENT

Directions: Choose the correct verb for the following sentences. Remember that "s" on a noun makes it PLURAL, but "s" on a verb makes it SINGULAR.

1. The visitor from Minnesota (look, looks) like Robert Redford.
2. The boxes of computer paper (was, were) in the storeroom.
3. A telex message (was, were) sent to Mr. Mitchell from Germany.
4. The dictionary (is, are) on the third shelf.
5. The company softball team (play, plays) in the spring.
6. There (is, are) several reasons we can't hold the conference in San Francisco.
7. Saundra and Ms. Fresher (are, is) good friends.
8. Most large companies (pay, pays) thousands of dollars in taxes.
9. Her boss (is, are) sensitive, responsive, and sympathetic.
10. Hair Be Shiny Shampoo (sell, sells) for a 50% profit in most stores.
11. Two complaints per million (is, are) all the company will tolerate on a product before they make quality control changes.

3.5.3 EXERCISE

ALPHABETIZING

Directions: For each pair of letters, write the letter of the alphabet which comes FIRST. TIME YOURSELF. Do the exercise until you get 100% accuracy, starting over each time. Then record your final total time.

b-d
f-i
l-p
m-k
w-y
r-q
t-s
n-m

g-e
f-h
h-l
k-i
o-q
t-r
v-t
p-n

l-n
y-v
v-u
c-d
h-k
y-x
d-h
z-w

Directions: In your notebook, write the letter of the alphabet that comes BETWEEN each set of the following letters.

a...c
m...o
g...i
h...j
v...x
q...s
f...h

b...d
d...f
x...z
k...m
p...r
w...y
l...o

j...l
e...g
s...u
t...v
c...e
n...p
i...k

Week 4
Theme: Personnel Secretary

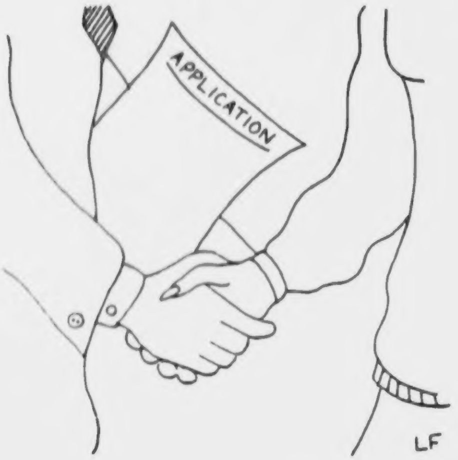
Competencies:

Math Competencies:
- Adding and Subtracting Decimals
- Working with Money

English Competencies:
- Spelling and Vocabulary
- Singular/Plural nouns and pronouns
- Subject-Verb Agreement
- Compound Subjects
- Review of verb tense
- Review of irregular verbs
- Reading: understanding standardized tests
- Editing a paragraph for errors in sentence fragments

Office Competencies:
- Typing practice: Review letters of the keyboard
- Filling out Applications and forms
- Reading for information: reading Want Ads
- Questions for the job interview
- Check Request forms
- Introduction to the printer IBM PC

Special Materials: Newspapers with substantial business sections for each student for work with want ads



Week 4 -- Overview SECRETARY FOR PERSONNEL

HOUR:	I	II	III	IV
Day 1:	Spelling and Vocabulary for Personnel Grammar: nouns and pronouns, singular and plural	Introduction to Personnel Reading Skills: Understanding Standardized Tests	Introduction to to Printing IBM PC	Keyboarding Practice
Day 2:	Reading for Information Want Ads		Writing Skills: want ads	Keyboarding Practice
Day 3:	Usage: Subject/verb agreement Study of verbs	Writing skills: questions for job interview, Cover letter	Typing the cover letter	Keyboarding Practice
Day 4:	Practice Adding Decimals	Following Directions: "Check request"	Using a calculator for adding decimals	Keyboarding Practice
Day 5:	Review: grammar and usage	Skill Measurement Weeks 3/4	"The Rejection Letter"	Keyboarding Practice

Week 4
Theme: Secretary for Personnel

HOUR 2: SPELLING AND VOCABULARY FOR PERSONNEL SECRETARY (List 4.1.1)

GRAMMAR: NOUNS AND PRONOUNS/ SINGULAR AND PLURAL

a. Lecture on rules for making nouns singular and plural 4.1.2 a + b

b. Do with students exercises 4.1.2 c + d

HOUR 2: INTRODUCTION TO PERSONNEL

Discuss with students some of the duties of a personnel secretary (i.e., keep employee files present, past, and retired; handle applications and job interview information; process changes in status for promotion, raises, disability; process reports to the government regarding affirmative action; maintain files for employee benefits including medical forms and insurance) or have a personnel secretary speak to the class.

READING SKILLS UNDERSTANDING STANDARDIZED TESTS

a. Lecture on the kinds of questions often found on standardized tests: main idea, specific detail, inference, and vocabulary

b. Give students some paragraphs such as those found on standardized tests and practice identifying and answering different kinds of questions.

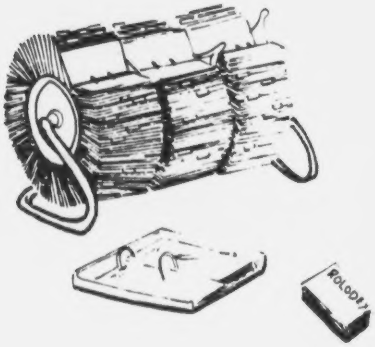
HOUR 3: INTRODUCTION TO PRINTING WITH THE IBM PC (See 3.1.3 b)

Have students continue at an independent pace, check their work as they finish each page. Each page should be revised until it is perfect before they proceed to the next exercise. They should record their work on their student log: (4.1.3 a + b).

HOUR 4: KEYBOARDING PRACTICE

Students should do Typing Lesson 11, Pepe

4.1.1



Spelling and Vocabulary
Personnel Secretary
Week 4

EOB (Explanation of Benefits)
transcript
recommendation
medical forms
contract
interview forms
application
evaluation
hourly (non-exempt -- can be paid overtime)
exempt (exempt from being paid overtime)
relocation
want ads
benefits
paid vacation
paid holidays
sick days
health insurance
parental leave
unemployment compensation
retirement pension
child care
duplicate
triplicate

Method: Present the vocabulary by having students copy the words from the board and by defining each one. Have students use their neuro-linguistic programming to study the words they don't know. Drill words in smaller groups of 7 - 10 each day. Reinforce the words which apply to each lesson as they occur. Quiz students on Friday with dictation. Then have them use 5 or 6 of the words in sentences or give definitions for them.

RULES FOR PLURAL AND SINGULAR NOUNS AND PRONOUNS

1. Usually we add -s or -es to the noun to make it plural:

contract + s
envelope + s
computer + s
newspaper + s
brush + es
box + es
inch + es
loss + es

2. "y" preceded by a CONSONANT: Change the "Y" to "i" and add -es

company ies
party ies
city ies
family ies

3. Some words ending in "o" add -es:

potato
tomato
cargo
hero

4. Some words that end in f or fe change the f or fe to "v" and add -es:

half
loaf
leaf
wife
life

5. Some words are just plain irregular:

child - children
goose - geese
tooth - teeth
woman - women
man - men
foot - feet

6. Some hyphenated words form the plural on the first word instead of the last word:

mother-in-law
brother-in-law
runner-up

7. Some words are the SAME, singular and plural:

trout
deer
moose
sheep
series

SINGULAR/PLURAL, Continued...

8. Some words look plural, but are treated as singular:

athletics
mumps
United States
mathematics
politics
news

9. Some words are almost always plural:

pants
sunglasses
suds
trousers
scissors
clothes
data
riches

10. When "group" words are in agreement, treat them as singular; when they are in disagreement, treat them as plural

jury
staff
public
army
committee
class
team
audience

NOUNS: SINGULAR AND PLURAL

Directions: Choose the appropriate form of the noun in parentheses.

1. If you want to be an accounts-payable clerk, mathematics (is, are) a subject you should enjoy.

2. Those scissors with the black handle (is, are) the personnel secretary's.

3. Last night a (mice, mouse) chewed through a box in the mailroom.

4. The committee (is, are) going to send its unanimous decision to the Chairman of the Board.

5. The audience (has, have) always enjoyed the speaker from the Dale Carnegie course.

6. The United States (is, are) a leading shampoo manufacturer.

7. (Women, woman) are not in as many corporate presidencies as they should be.

8. With vaccinations, mumps (is, are) almost unheard of today, but Mr. Hornbee's secretary's son caught them anyway.

9. Mothers and (mother-in-laws, mothers-in-law) were invited to the spring luncheon.

10. There (was, were) a series of errors in the report.

INDEFINITE PRONOUNS: SINGULAR AND PLURAL

The following words are treated as:

SINGULAR

everyone
everybody
someone
somebody
anyone
anybody
each
either
neither
another

PLURAL

both
many
few
several

SINGULAR OR PLURAL

all
any
none
part
some
most

Choose the correct pronoun for the following sentences:

1. None of the coffee (is, are) left.

2. None of the pencils (was, were) sharpened.

3. Each of the staff (has, have) a job to do.

4. Four members of the committee (was, were) in the room at the time of the vote.

5. Someone borrowed my dictionary and (has, have) forgotten to return it.

6. Everyone (think, thinks) the cafeteria food is more convenient and cheaper than driving to a restaurant.

7. Either the printer (goes, go) or I (go, goes).

8. Either man (is, are) qualified to give the speech.

9. Many from the regional offices (send, sends) their correspondence by inter-office mail.

10. Another subject (is, are) on the agenda.

4.1.3a STUDENT LOG FOR KEYBOARDING

Assignments which should be in your student folder:

*Those without specific titles refer to lessons in Pepe, Personal Typing/30.

Assignment	Completed	Date
Editing for errors in Sentence Fragments		
Lesson 11		
Want Ad		
Lesson 12		
Cover Letter		
Lesson 13		
Lesson 14		
Rejection letter		
Lesson 15		
Lesson 16		
Lesson 17		
Lesson 18		
Lesson 19		
Editing for errors in pronoun agreement		
Lesson 20		
Lesson 21		
Editing for common errors		
Lesson 23		
Creating complex sentences		
Inter-office memo		
Lesson 24		

4.1.3b, Student Log for Keyboarding

Assignment	Completed	Date
Editing for errors in Parallelism		
Lesson 25		
Editing for errors in dangling modifiers		
Lesson 26		
Letter, pg. 39		
Lesson 27		
Lesson 28		
Editing for "and-itis"		
Lesson 29		
News Release		
Itinerary		
Lesson 30		
Editing for errors in punctuation		

4.2

Week 4, Day 2
Theme: Secretary for Personnel

HOUR 1/2: READING FOR INFORMATION - WANT ADS

(Lesson and exercise 4.2.1a - 4.2.1c)

HOUR 3: WRITING EXERCISE: WANT ADS

Students should write a want ad for a clerical position. They should practice using boldface and centering techniques on their computer to create a professional-looking ad. These ads can be used later in the week for exercise 4.3.2.

HOUR 4: KEYBOARDING PRACTICE

a. Review process for "moving" data on the IBM PC (3.2.3)

b. Students should do typing Lesson 13, Pepe

4.2.1a

WANT ADS

1. Present some common abbreviations used in classified ads.

asst.	assistant
ave.	avenue
btwn.	between
bldg.	building
co.	company
comm.	commission
CRT	cathode ray tube (computer monitor)
drvs.	driver's
exp./exper.	experience
F/T	fulltime
incld.	including or included
lab.	laboratory
lic.	license
M/F	male/female
misc.	miscellaneous
mgr.	manager
off.	office
oppty.	opportunity
P/T	part time
strt.	start
w.	with
WP	word processing
yrs.	years

2. Give students the exercise on want ads and assist them individually as they answer questions. (exercises 4.2.1b + c)

3. Give students the business sections from local newspapers and have them:

   a. Highlight ads for jobs they feel suited for.

   b. Choose one ad and answer the following questions: (in their notebooks)

      1. What skills are required for the job?
      2. How do you apply for the job?
      3. To whom do you apply for the job?
      4. What personal qualities does the job require?
      5. Does the ad say anything about pay, hours, or benefits?

4.2.1b EXERCISE

WANT ADS

CLERICAL
Immediate openings
No Experience Needed
Will train for long term CRT
and clerical work, F/T or P/T.
Call Jane.
Speedy Services
300 Kelly Street
Bethlehem, PA 18016
555-6001

1. Which words tell you about the hours of work?

2. What skills are required?

3. How do you apply for the job?

CLERICAL
WORD PROCESSORS
We have P/T and F/T secretarial
pos. requiring WP skills such
as Wang, Displaywrite, and IBM.
Salary commensurate w. experience.
benefits incl. health & dental.
Call Mon.-Fri. 9 - 12:00
555-3535

1. What skills must you have to apply for this job?

2. Why does the salary vary?

3. What benefits are included?

WANT ADS (continued)

ACCOUNTS PAYABLE CLERK
IMMEDIATE OPENING EXISTS FOR SELF MOTIVATED INDIVIDUAL. Minimum 5 yrs. exp. in Accounts Payable in a manufacturing environment. Duties incld processing invoices, freight accounting, telephone contact w/vendors & misc. journal billings. Require proficiency w/a 10 key calculator, good typing and communication skills, and ability to work with minimum of supervision. We offer a good starting salary & co. paid benefits incld dental. Apply in person btwn 8 a.m. & 4:30 p.m. Mon 10/15.

Lustrox Corporation
3000 Green Lake Road
Bethlehem, PA 18016

1. What duties are required for the job?
   a.
   b.
   c.
   d.

2. What 2 office machines must you know how to use?
   a.
   b.

3. What personal qualities are necessary for the job?

4. Does the job include benefits?

5. Since the job is in accounts payable, what subject in school do you think you should be good at to succeed?

4.3
Week 4, Day 3

Theme: Secretary for Personnel

HOUR 1: USAGE: SUBJECT VERB AGREEMENT WITH COMPOUND SUBJECTS; STUDY OF VERBS, TENSE, IRREGULAR FORMS

a. Lecture on subject verb agreement and verb tense as they apply to the exercises 4.3.1a

b. Do exercise 4.3.1b with students

c. Drill principal parts of verbs

d. Do exercises on verb tenses 4.3.1 c - e

HOUR 2: WRITING SKILLS

a. Questions for a job interview (exercise 4.3.2)

b. Introduction to the Cover letter (exercises 4.3.2)

HOUR 3/4: KEYBOARDING PRACTICE

a. Review process for "copying" data on the IBM PC (See 3.2.3)

b. Typing the cover letter on the IBM PC (exercise 4.3.2b)

c. Students should do typing Lesson 13, Pepe

HELP WANTED
HELP WANTED
LF

RULES FOR COMPOUND SUBJECTS

1. Two subjects joined by an "and" are plural

2. A subject followed by additive material (set off by commas) should be treated as a simple subject singular or plural and should agree with its verb. [Just as you can delete prepositional phrases from a sentence when looking for the kernel sentence S-V-C, you can delete additive material (between two commas) when matching subjects and verbs.]

3. When using correlative pairs ["neither...nor", "either...or", and "not only...but also"], the verb must agree with the subject CLOSEST to it.

COMPOUND SUBJECTS

Directions: Choose the correct verb for the following sentences.

1. Both Mr. Williams and Mr. Johnson (commutes, commute) to work with the share-a-ride program.

2. Ms. Bollins, along with her colleagues, (votes, vote) in all the company elections.

3. The quality control staff (is, are) responsible for the proper colors of the hair-dying products.

4. The foreman, together with his team, (was, were) fired.

5. Neither Mr. Hornbee nor Mr. Mitchell (takes, take) a coffee break.

6. Ms. Dunfield, along with her sister, (contribute, contributes) many hours of volunteer work to the community.

7. Al, in addition to Tom, (hopes, hope) for a pay increase.

8. The shampoo, as well as the hair spray, (were, was) 10% off last week.

9. Monday and Friday (is, are) good for the staff meeting, but Wednesday is always a hard day to get people together.

10. Drinking and eating (is, are) not allowed near the computers.

4.3.1c EXERCISE - WARM UP

VERB TENSE

1. Review with students how to put a verb in the past tense when it is a regular verb. --ed

2. Drill the following irregular verbs first in the past tense and then drill all three principal parts.

am, are	was, were	been
begin	began	begun
do	did	done
drink	drank	drunk
eat	ate	eaten
become	became	become
write	wrote	written
feel	felt	felt
give	gave	given
know	know	known
meet	met	met
read	read	read
see	saw	seen
speak	spoke	spoken

3. Conjugate the verb "to have" in the present tense. Point out that has (with the "s") is third person present tense singular.

I have
you have
he, she, it has
we have
you have
they have

VERB TENSES --PAST

Directions: Change the following sentences so that the verbs are in the past tense.

1. Mr. Mitchell is national chairman of the Quality Assurance Executives Association.

2. Mr. Hornbee always begins his sales and marketing staff meetings promptly.

3. The Manager for Information Services, Margaret Fresher, does her job well.

4. Does Frank drink V-8 for lunch?

5. Mr. Williams feels upset about last month's downtime report for the plant.

VERB TENSES -- PERFECT

Directions: Change the verbs in the following sentences to the perfect tenses using "has" or "have" with the past participle.

1. Ms. Dunfield wrote a fine year-end report.

2. Frank Wheeler became what he is today because of hard work.

3. Walter knew for a long time he should plan to attend.

4. Mr. Johnson spoke to 75 young accountants at the conference about the importance of accuracy in the workplace.

Directions: Answer the following in the perfect tense. Use the word "already" in your answers.

1. Will you audit the report soon?

2. When will we have a day off?

3. Will you type these letters please?

Directions: Change these verbs from the past to the past perfect.

we met
I walked
I became
he wrote
she went
they did
I knew
he felt

QUESTIONS FOR AN INTERVIEW

1. Discuss with students the fact that if they were called in for an interview, they would need to have appropriate questions to ask. Have them use one of the same ads which they highlighted for 4.2.2 or the want ads they wrote in 4.2.3. They should write in complete sentences in their notebooks questions for an interview situation on each of the following topics:

job duties
experience or skills necessary for the job
starting date
the work schedule
the salary
fringe benefits

2. Check their notebooks and then have them ask the questions of one another in a round robin. Each should answer with the information they found in their own ads.

THE COVER LETTER

1. Hand out the example of a cover letter, 4.3.2, and discuss with students the requirements for a cover letter. A good cover letter must include:

a. where they saw the job advertised
b. what job specifically they are applying for
c. what their special qualifications are
d. how and where they can be reached

2. Have them fill in the information needed to complete the cover letter (from the ad they chose 4.2.2) and prepare the letter for typing during keyboarding practice 4.3.3.

TYPING A LETTER:
COVER LETTER
FOR INTERVIEW

Directions: Type the following letter. Fill in the appropriate blanks.

(Return Address)
(Date)

Ms. Saundra Bollins
Director of Personnel
Lustrox Corporation
3000 Green Lake Road
Bethlehem, PA 18016

Dear Ms. Bollins:

In response to your advertisement in the (Date: day of week, month, day of month; name of newspaper), I am applying for the position of (put the title of the job in all capital letters).

Enclosed is my current resume. I believe that my educational background and work experience well qualify me for such a position.

I will be available for an interview at your convenience. You may contact me at (phone) (times).

Thank you for consideration.

Sincerely,

Name

(initials)
Enclosure

4.4

Week 4, Day 4
Theme: Secretary for Personnel

HOUR 1: PRACTICE ADDING AND SUBTRACTING DECIMALS

a. Lecture on adding and subtracting decimals

b. Do with students exercise 4.4.1

c. Give students other practice with decimals. Be sure that they know in addition and subtraction that the most important rule is to line up the decimals first.

HOUR 2: FOLLOWING DIRECTIONS

a. Present new vocabulary for "Check Request" exercise:

transcript, reimbursement, tuition
institution, receipt, check request

b. Students should do "Check Request Form" (exercise 4.4.2a + b)

c. Students should do "Check Request", an exercise in math and logic. (Exercise 4.4.2c)

HOUR 3: USING THE CALCULATOR FOR ADDING DECIMALS

Students should check their morning math on the calculator using proper fingering.

This also can be a time for them to meet individually with the teacher to review the work accumulating in their student folders.

HOUR 4: KEYBOARDING PRACTICE

a. Review process for "find and replace" on the IBM PC (3.2.3b)

b. Students should do Typing Lesson 14, Pepe

ADDING AND SUBTRACTING DECIMAL NUMBERS

Directions: Compute the following problems on paper first. Then check your answers on your calculator. USE PROPER FINGERING.

1. Mr. Williams traveled 453.06 miles in September, 875.06 miles in October and 637.98 miles in November. How many miles did he travel altogether?

2. Lynn needs to purchase some supplies. Pencils are $1.35 a box; paperclips are $4.90 per dozen, index cards are $1.25 per package. How much money will she need to take out of petty cash?

3. Hank Gregory's book fees for night courses were $10.95, $8.75, and $12.25. How much will he ask the company to reimburse him for?

4. Service contracts were due for typewriters, computers and the photocopying machines. There were $125.50 per month, $200.00 per month, and $250.75 per month respectively. How much were the service contracts altogether for one month?

5. Six people contributed to buy a baby gift for one of the secretaries. Their contributions were: $1.25, $3.00, $2.50, $2.75, $1.50 and $1.00. How much can be spent on the gift?

6. Profits for the last four months were $40,000.62; $67,523.10; $75,403.21 and $58,687.47. What was the total profit for that period?

7. 64.78 - 34.65 =
8. 490.35 - 25.67 =
9. $253.89 - $35.68 =
10. $1533.68 - 289.00 =
11. 789 - 64 =
12. 2647.33 - 435.11 =

CHECK REQUESTS

Bills come in to all departments in the Lustrox Corporation for various reasons. Routine requests for checks such as billings for flowers, supplies, and travel reimbursement should be processed in duplicate and sent to finance department for the checks to be made out. The checks are then usually mailed directly to the person or company requesting reimbursement. If, however, an employee or department within the company is to receive the check, then the "address" portion of the form need not be filled out as the check would be sent through inter-office mail. Sometimes a letter of explanation or thanks needs to accompany the check when it is sent out. In that case, under the part labeled "special instructions", the person requesting the check would ask for it to be returned to that department (instead of being sent directly out) so that it could be sent as an enclosure.

Directions: Process the following check requests by filling out whatever information is necessary on the "Check Request Forms".

1) Request from the Personnel Department for a check request in the amount of $21.50 for flowers for the death of Mr. Wheeler's mother. The flower shop is Jan's Flowers, 97 E. Bradley Street, Bethlehem, PA, 18017.

2) Request from the Personnel Department for a check for $316.43 for Mr. Joseph Lutts, 375 W. 4th St., Hingham, Massachusetts, 02043, for his travel reimbursement when he came to interview as a candidate for the Manager of Standards job in the Quality Control Department. A letter written by the personnel secretary will accompany the check for Mr. Lutts because the Q.C. Department thought he was a fine candidate and wants to keep him interested in the position.

CHECK REQUEST FORM

Date: ____________________

In the amount of: __________________________

For: ____

Address: ____

Bill to: ______________________________________
(department)

Special Instructions:

Approved by: _____________________________

CHECK REQUEST FORM

Date: ____________________

In the amount of: __________________________

For: ____

Address: ____

Bill to: ______________________________________
(department)

Special Instructions:

Approved by: _____________________________

FOLLOWING DIRECTIONS
CHECK REQUEST -- TUITION

LUSTROX CORPORATION POLICY:

The Lustrox Corporation thinks that continuing education is important and will therefore pay for its employees to attend colleges. The courses must be related to the employee's work, and there are a few rules which must be adhered to. The company will pay 1/2 of tuition in advance for all fees and books. The remaining 1/2 of tuition will be paid after the completion of the course when a grade of "A" or "B" is presented in transcript form from the institution the employee attended. It is the employee's responsibility to present all transcripts and receipts to the Personnel Secretary.

Problem 1: Randolph Palmer went to Ohio State for accounting. He already received reimbursement for 1/2 of the course, all fees, and all his books. He now wants reimbursement for the last 1/2 of the tuition. The course cost $800.00 total. He has no transcript. How much should the check request be made out for?

Problem 2: Lawrence Smith wants to go to Duke for a computer course. The course costs $750.00 and he has receipts for fees of $35.00 and books for $75.00. How much should the check request be made out for?

Problem 3: Ms. Sarah Johnson wants to go to night school for a course in word processing. The course costs $200 and $35.00 for books. How much should the check request be made out for?

Problem 4: Ms. Jane Novotny went to school for computer training; she has a transcript with a grade of "B" and is also asking for $45.00 in books for which she has a receipt. The course costs $350. She already was reimbursed for fees and for 1/2 of the course. How much should the check request be made out for?

Problem 5: Richard Phelan went to night school for warehousing. The course cost $60 and he was already reimbursed $30 for 1/2 the course. He has a transcript showing a grade of "D". How much should the check request be made out for?

Week 4, Day 5
Theme: Secretary for Personnel

HOUR 1: REVIEW OF GRAMMAR AND USAGE

A review game can be made by putting grammar questions on 3 x 5 cards. Divide the class into two teams and have them compete for points. The questions can be divided into categories with varying point values or can all be the same value. Team members can answer individually or teams can be allowed to confer before offering an answer.

HOUR 2: SKILL MEASUREMENT, WEEKS 3/4

HOUR 3: INTRODUCTION TO BLOCK STYLE LETTER FORMAT

Students should type the "rejection letter" (Exercise 4.5.3)

HOUR 4: KEYBOARDING PRACTICE

a. Review the process for "deleting" on the IBM PC (See 3.2.3b)

b. Students should do Typing Lesson 15, Pepe

SKILL MEASUREMENT WEEKS 3 and 4

I. Vocabulary. Match the following: (2 pts. each)

________	1. collate	a. take out
________	2. delete	b. to correct grammatical errors
________	3. edit	c. explanation of benefits
________	4. transcript	d. school record of your grades
________	5. hourly	e. put pages together in proper order
________	6. EOB	f. employee paid by the hour

II. Math: Do the following problems.

1. 3/4 x 6/7 =

2. 4 ÷ 1/2 =

3. 2 2/3 ÷ 3 1/2 =

4. 1/8 + 5/8 =

5. 2 3/4 + 4 1/8 =

6. $\begin{array}{r} 40.00 \\ \underline{+\ 22.70} \end{array}$

7. $\begin{array}{r} \$5.00 \\ \underline{-\ 3.27} \end{array}$

8. 5 - 1.75 =

9. 3.07 - .25 =

Skill Measurement weeks 3/4

IV. Write the adverb form of the following words:

lazy

sloppy

beautiful

large

accurate

V. Change the following fragments into complete sentences:

1. watching Saundra put data into the computer

2. after lunch

3. went to the conference room

VI. Write the letter of the alphabet which comes in between the following sets of letters:

a....c

g....i

m....o

q....s

u....w

x....z

VII. Circle the indirect objects in the following sentences:

1. Mr. Wheeler gave me more work to do.

2. Joel sent the President of Permaco a letter.

Skill Measurement Weeks 3/4

VIII. Arrange the following numbers in descending order. Label the highest #1.

3604 ____________________________

3603 ____________________________

3406 ____________________________

3605 ____________________________

3602 ____________________________

3201 ____________________________

IX. Choose the correct verb for the following sentences.

1. Mr. Williams and I (eat, eats) lunch together.
2. The printout sheets (is, are) on the table.
3. The secretary (type, types) 5 pages per hour.
4. Saundra and Joel (drive, drives) to work together.

X. Write the past tense of the following verbs.

work

eat

become

is

write

XI. From the information in the following want ad, answer the questions which follow.

Clerical
No experience required.
Mfg. co. seeking person to handle variety of procedures of entry level duties. Telephone skills, accuracy in typing and filing required. Send resume to Box 666, The Evening Call, Allentown, PA 18105.

1. What skills does the job require?

2. Can you call to inquire about the job?

3. What kind of position is it?

HELP WANTED
HELP WANTED
LF

BONUS

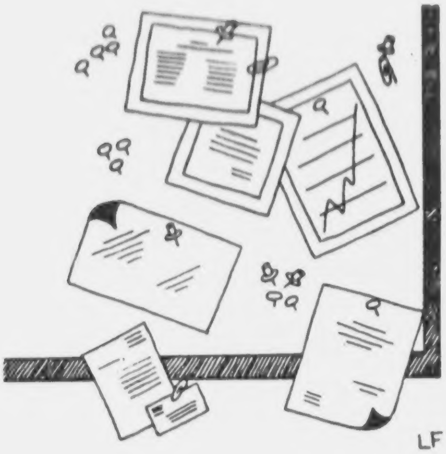
6 points!!! (2 points each)

The Lustrox Corporations will pay for 1/2 of tuition and for all fees and books for its employees to take courses in their field. The remaining tuition will be paid upon presentation of a transcript with an A or B at the end of the course. It is the employee's responsibility to present all transcripts and receipts to the Personnel Secretary. What should the check request be made out for for the following employees?

1: Hank Gregory wants to go to Lafayette for a computer course. The course costs $450 and he has receipts for books for $40 and fees for $60. How much should the check be made out for?

2: Ms. Jane Novotny went to school for Lotus 1-2-3 training. She has a transcript (with a B+) and is also asking for $35 for books for which she has a receipt. The course costs $250. She was already reimbursed for the fees and for 1/2 of the course. How much should the check request be made out for?

3: Richard Phelan went to Lehigh for business administration. He already received reimbursement for 1/2 of the course, all fees and all his books. He now wants reimbursement for the last 1/2 of the tuition. The course is $796.00 total. He has no transcript. The fees were $36 and books $45. How much should the check be made out for?



TYPING A LETTER IN BLOCK STYLE
REJECTION LETTER

Directions: You are the Personnel Secretary and must write a letter of rejection form your boss to 50 people who applied for a custodial position. Type the following letter.

Lustrox Corporation
3000 Green Lake Road
Bethlehem, PA 18016

address of applicant
(Use a fictitious name)

Dear Sir:

Thank you for applying for the position of Custodian for the Lustrox Corporation. Though we found you a desirable candidate, there were many suitable candidates and we have been able to fill the position.

We wish you the best in your job search.

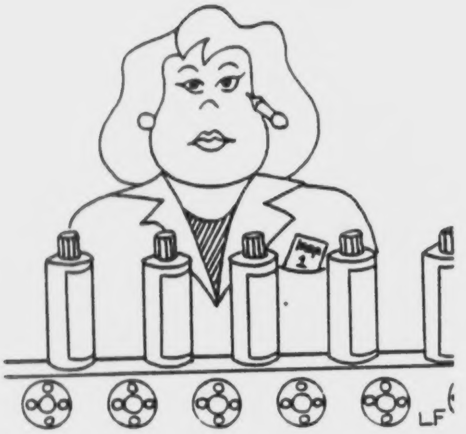
Again, thank you for your interest.

Sincerely,

Randolph Palmer
Vice President of Personnel

RPP/ (your initials in small letters)

Week 5
Theme: Secretary, Quality Control



Math Competencies: Subtracting decimals
Multiplying decimals

English Competencies: Spelling and Vocabulary
Pronouns:
Subjective/Objective Pronouns
Reflexive Pronouns
Possessive Pronouns
Contractions
Adjective review and usage
Spelling rules/prefixes
Learning Common prefixes

Office Competencies: Review of all letters on the Keyboard
IBM PC - Introduction to tabulation and format changes
Introduction to typing numbers
Review alphabetizing
Organizing numbers in descending order
Writing file labels
Inter-Office mail envelopes
Typing columns
How to use a photocopying machine

Special Materials needed: file labels 20/student
index cards 15 per student
Inter-office mail envelopes

SECRETARY, QUALITY CONTROL

Week 5 -- OVERVIEW

HOUR:	I	II	III	IV
Day 1:	Spelling and Vocabulary Introduction to Q.C.	Introduction to verbals: punctuating verbal phrases	Organizing numbers in descending order	Keyboarding Practice: posture, position fingering
Day 2:	Subtracting Decimal numbers		How to use a photocopying machine	Keyboarding Practice
Day 3:	Grammar: Pronouns, Possessives Contractions		Writing skills: response to consumer complaint	Keyboarding Practice: tabulation & format change
Day 4:	Multiplying Decimal Numbers	Creating file labels	Budget: typing decimals in columns	Keyboarding Practice: fingering for numbers
Day 5:	Vocabulary Quiz Review of Demonstrative pronouns	Studying common prefixes	Introduction to inter-Office Mail Handling Writing Skills: Editing for errors in subject/verb agreement	Keyboarding Practice: Review fingering for numbers

5.1

Week 5
Theme: Secretary, Quality Control

HOUR 1: SPELLING AND VOCABULARY (List 5.1.1)

INTRODUCTION TO QUALITY CONTROL

Discuss with students some of the responsibilities of a quality control person: i.e., the handling of proprietary information (company recipes), responsibility for the quality of a product (the ingredients, color, purity, viscosity, etc.), and the handling of customer complaints. Or, have a quality control technician or secretary come to speak to the class.

HOUR 2: INTRODUCTION TO VERBALS

a. First review the differences between clauses and phrases

b. Discuss the differences among the three kinds of verbals: gerunds, participles, and infinitives

c. Do exercises 5.1.2a - c

HOUR 3: ORGANIZING NUMBERS IN DESCENDING ORDER

a. Do with students exercise 5.1.3

b. special materials needed: 15 file cards per student

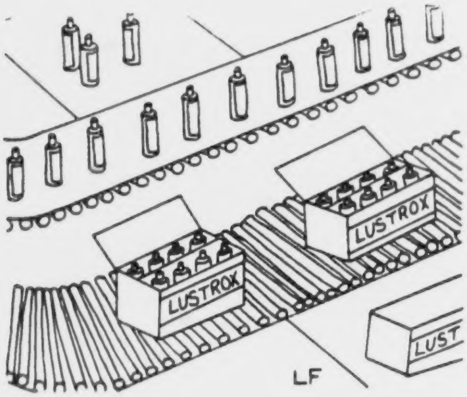
HOUR 4: KEYBOARDING PRACTICE

a. Review editing techniques for the IBM PC "move" function

b. Students should do typing Lesson 15, Pepe

5.1.1

Spelling and Vocabulary
Quality Control
Week 5



Q.A. Quality Assurance
Q.C. Quality Control
ingredients statement
graphics
customer complaint
budget
confidential
proprietary -- legal and exclusive right to
mimeo
photocopy
ditto
collate
transparency
staple
offset

Method: Present the vocabulary by having students copy the words from the board and by defining each one. Have students use their neuro-linguistic programming to study the words they don't know. Drill words in smaller groups of 7 - 10 each day. Reinforce the words which apply to each lesson as they occur. Quiz students on Friday with dictation. Then have them use 5 or 6 of the words in sentences or give definitions for them.

VERBALS

Verbals are words which look like verbs (-ing, -ed, -en, or to + a verb) but which are used as nouns, adjectives, or adverbs. You need to be able to distinquish them from the main verb of the sentence and to know how they are used. They can be used singly, in phrases, or in clauses. Because they are VERB-ALS, looking like a verb and used as something else, they can do some of the things that verbs can do such as take their own objects.

The following sentences have verbals used as NOUNS. Some are used singly in place of a noun (subject, direct object, object of the preposition); some are used in phrases. When they are in phrases, the entire phrase is used as a noun. A PHRASE IS A GROUP OF WORDS WITHOUT A SUBJECT AND VERB WHICH IS USED AS ONE WORD.

Directions: Label every word in the following sentences with its proper part of speech and underline the verbals.

1. Singing is a favorite pastime of his.
2. Your paper needs revising.
3. Jogging can be good for your heart.
4. Mr. Hornbee talked of leaving.
5. Taking the diskette out in the rain was a big mistake.
6. John likes to boot the system on his computer.
7. No one enjoys doing an unpleasant task.
8. She was fired for gossiping about the company.

5.1.2b EXERCISE

VERBALS

Verbals (-ing, -ed, -en, or to + verb) can also be used as adjectives and adverbs. Remember they LOOK like verbs, but they are USED as a noun, adjective, or adverb. They may be used singly or in phrases.

Directions: Identify the verbals in the following sentences by underlining them and label every word with its proper part of speech.

1. Her dinner was not satisfying.
2. Encouraged and satisfied, Saundra left the computer room.
3. The beaten fighter vowed revenge.
4. Carmen's new dress was striking.
5. Ms. Dunfield was not likely to change her mind.
6. Having eaten, Rose felt much better.
7. Here are some papers to correct.
8. The purse lying on the floor must be Helen's.
9. There in the closet were all the missing pencils.
10. There sat Paul, grinning sheepishly.
11. The ship to Alaska is ready to sail.
12. Mr. Hornbee came to help Mr. Mitchell.

PUNCTUATING PHRASES

When you start a sentence with a prepositional phrase, you usually don't punctuate it with a comma. When you start a sentence with a verbal phrase, you should punctuate it with a comma.

Directions: Punctuate the following sentences.

1. On the walk was a five-dollar bill
2. **Intercepting the pass the halfback ran for a touchdown**
3. **Sitting in the computer room Barbara waited for the software to arrive**
4. **Interested in the lesson John took notes**
5. Over the mountain was the lodge
6. Under the chair was the manual for "First Choice" software
7. Watching the clock the teacher dismissed the class in time for lunch
8. **Planning his speech John thought of two jokes**
9. **Escaping too fast from her main menu Janice lost her document**
10. **Forgetting to save her work on her diskette Rose had to type it over**

SORTING NUMERICALLY

INGREDIENTS STATEMENT

The Quality Control Department of Lustrox Corporation houses all the proprietary information for the company. They keep the files with all the "recipes" -- ingredients statements -- for the products. These are very important files and must be kept in immaculate order. For each product the ingredients must be listed by percent in descending order as that is the way the government insists that they be listed on the bottles of the products. Although on the bottles the percent is not actually listed, the company has to have accurate records of the percent of each ingredient for the use of their research and development staff. Each product has a listing adding up to 100%.

Directions: Organize the following ingredients in descending order by percent. Then answer the questions which follow.

polysorbate 20	12%
potassium	1.5%
propylene glycol #4	8%
water	28%
sorbate	2%
alcohol	24%
Benzophenone	.5%
lanolin	20%
fragrance	3%
Red dye #12	1%

Questions: 1. Do the ingredients add up to 100%?

2. Which ingredient has the greatest amount?

3. Which ingredient has the least amount?

5.2

Week 5
Theme: Quality Control

HOUR 1: SUBTRACTING DECIMAL NUMBERS

a. Lecture on subtracting decimal numbers and do board exercises 5.2.1a

b. Students should do exercise 5.2.1b

HOUR 2: HOW TO USE A PHOTOCOPYING MACHINE

a. Demonstrate on a photocopying machine:

   1. How to check the paper supply, change the paper, and load the cartridge into the machine

   2. How to place originals for copying

   3. How to select: size, number of copies, special features such as enlargement, reduction, dual page, contrast, double-sided, etc.

   4. How to start the machine

   5. How to tell when and where the machine is jammed and when (and when not) to try to fix it

b. Students should each copy three pages with varying specifications

c. Tell students that each time a page is copied, its image enlarges 1%. Therefore, they should, as much as possible, always copy the original and not subsequent copies. Should they have copied and recopied a page, the third time they copy it they should reduce to 98% of image.

HOUR 3/4: KEYBOARDING PRACTICE

a. Review process for "copying" data on the IBM PC (See 3.2.3)

b. Lecture on "centering" on the IBM PC

c. Students should do typing page 52, Pepe

SUBTRACTING DECIMAL NUMBERS

The only thing to remember when subtracting decimals is that the decimals MUST BE LINED UP.

$$\begin{array}{r} 75.61 \\ -\ \ 4.32 \\ \hline \end{array} \qquad \begin{array}{r} 63.5 \\ -\ 49.7 \\ \hline \end{array} \qquad \begin{array}{r} 3.21 \\ -\ 1.89 \\ \hline \end{array}$$

$$\begin{array}{r} .77 \\ -\ .31 \\ \hline \end{array} \qquad \begin{array}{r} .6 \\ -\ .2 \\ \hline \end{array}$$

.537 - .5 =

913.01 - 73 =

83.50 - 47.00 =

.63 - .1 =

75 - .37 =

321 - .05 =

DECIMAL NUMBERS

As secretary to Mr. Mitchell, you need to figure out how much money was spent in the last 6 months on supplies in order to estimate costs for the next 6 months. You can assume that you will use the same amount of each in the last six months of the year.

ORDERED IN JANUARY	USED BY JUNE	QUANTITY LEFT	NEED TO ORDER	COST
10 boxes #10 envelopes @ $4.70/ box	6 boxes			
10 boxes 6 3/4 envelopes @ $3.50/ box	3 boxes			
12 boxes rubberbands @ $1.20/ box	4 boxes			
12 boxes paperclips @ $3.75/ box	10 boxes			
12 boxes Letterhead @ $24.95/ box	8 boxes			
120 memo pads @ $2.25 per dozen	72 memo pads			
10 dozen telephone message forms @ $5.50 per dozen	9 dozen			

5.3

Week 5
Theme: Secretary, Quality Control

HOUR 1/2: GRAMMAR: PRONOUNS -- SUBJECTIVE AND OBJECTIVE CASE, POSSESSIVES

a. **Lecture on pronoun use and do exercise 5.3.1.a + b**

b. **Review the different objects which have been studied: direct object, object of the preposition, object of the infinitive and indirect object. Then present objective case. Review subjects and predicate nominatives. Then present subjective case. Do exercise 5.3.2 with students: who and whom.**

HOUR 3: WRITING SKILLS:

Handling a customer complaint (Exercise 5.3.3)

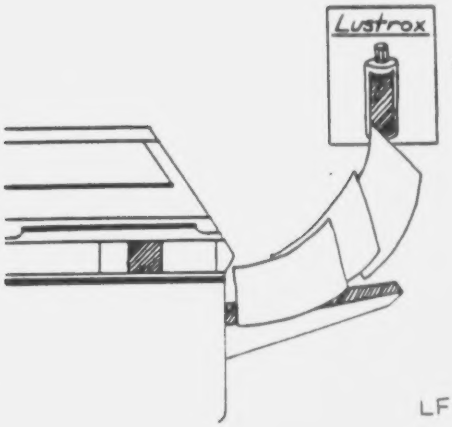
HOUR 4: KEYBOARDING PRACTICE: INDENTATION

a. **Lecture on how to make format changes and tabulation changes on the IBM PC (5.3.4)**

b. Students should do typing page 51, Pepe

c. Review procedures for "find/replace" on the IBM PC

d. Students should type the letter they wrote in hour 3, save it on their student diskette and print it out



Put the following chart for subjective and objective pronoun use on the board for students to copy, and review with them the rules for direct objects, indirect objects and predicate nominatives.

SUBJECT PRONOUNS	OBJECT PRONOUNS
USE FOR	USE FOR
subjects predicate nominatives	direct objects indirect objects objects of the preposition
I you he she it we they	me you him her it us them

CASE OF PRONOUNS

Subjective	Objective
Subject Predicate Nominative	Direct Object Indirect Object Object of the Preposition Object of the Infinitive

1. This is (her, she).

2. Who is (she, her)?

3. It is (he, him).

4. It is (I, me).

5. Mr. Hornbee went with Randolph Palmer, Walter Mitchell, and (I, me).

6. (We, Us) computer operators ate lunch together.

7. The memo is being sent to you and (I, me).

8. There are opportunities for you and (I, me).

9. It was (I, me) who called you.

10. Just between you and (I, me), the ad campaign was terrific.

11. It was (she, her) who wrote the Permaco executives.

12. Ms. Dunfield took Henry and (me, I) to the conference.

13. You and (he, him) should do that more often.

14. In the conference room sat Henry and (she, her).

15. It was divided between Hank Gregory and (he, him).

PRONOUNS

"Who and Whom"

"Who" is used as a subjective pronoun. It is used as the subject or as a predicate nominative to rename the subject. "Whom" is used as an objective pronoun in place of a direct object or the object of a preposition.

WHO	WHOM
subject predicate nominative	direct object object of a preposition

Directions: First label the parts of speech for every word in the following sentences. Then, choose the appropriate pronoun and underline it.

1. (Whom, Who) are you writing to, Saundra?
2. (Who, Whom) are you contacting?
3. From (who, whom) did you receive this telegram?
4. Who's calling, please? (Who, Whom) am I speaking to?
5. (Who, Whom) shall we invite to the office party?
6. (Whom, Who) is it?

WRITING SKILLS
CUSTOMER COMPLAINT

Mrs. McConnell from Oklahoma City has written in that she used "Hair Be Shiny" shampoo and it made her hair brittle. She is angry and wants her money back. Your boss, Mr. Mitchell, is too busy preparing his budget and wants you to write her a letter enclosing 3 coupons for free Lustrox products. He wants you to admit no blame, but to tell her how sorry the company is that she's not satisfied and that he hopes she will continue to use Lustrox products. This is to go under his signature. Your letter is to accompany the coupons. He couldn't remember the zip code, but her address is:

Mrs. Wanda McConnell
3637 Wood Hollow Lane
Oklahoma City

*** note: As a good secretary to Mr. Mitchell, you will have to gather whatever information is necessary to make this letter a finished product ready for mailing.

FORMAT AND TABULATION CHANGES
"FIRST CHOICE" SOFTWARE

1. Choose "create a Document" from the main menu
2. Identify and use the tab key on the keyboard
3. Hit F-3 "Set tabs and indent"
4. Select #3
5. To erase tabs, space with space bar; to set tab, position cursor, hit "T". Set tabs at 5 and 25 for a 5 space indent and a tab for the heading and complimentary close.
6. To set margins: choose "Margins". Position cursor to where it says left margin, type in 10; position cursor to where it says "right margin" type in 60. This makes a 50 space line.

EXERCISE

1. Set tabs for 5 space indent, a center tab and a 50 space line.
(note: margin set will be 25, so allow for that when setting center margin.)

Type exercise 15, Pepe and original letter "Customer Complaint" using these tab set ups.

5.4

Week 5
Theme: Secretary, Quality Control

HOUR 1: MULTIPLYING DECIMAL NUMBERS

a. Lecture on multiplying decimal numbers. Demonstrate how to count decimal places.

b. Students should do exercise 5.4.1

HOUR 2: FILING

a. Creating standard file labels

b. Learning to file in numeric order (Exercise 5.4.2)

c. Special materials: 3 x 5 cards

HOUR 3/4: KEYBOARDING PRACTICE

a. Review process for "deleting" information on the IBM PC

b. Lecture on proper fingering for typing numbers

c. Budget: typing decimals in columns

d. Students should do typing, Lesson 16, Pepe

MULTIPLYING DECIMAL NUMBERS

1. .14
   x.2

2. .264
   x.64

3. .16
   x.3

4. 16.47
   x5.35

5. 5.74
   x .4

6. 78.97
   x .75

7. 345.97
   x 5.35

8. 578.34
   x 5.44

9. 38.64
   x .09

10. .36 x .53 =

11. 1.25 x 3.34 =

12. .05 x .09 =

13. .34 x 5.67 =

5.4.2 **EXERCISE**

CREATING FILE LABELS
FILING IN NUMERIC ORDER

Filing for Lustrox Corporation

The files at Lustrox Corporation are very important. If anything is misfiled, the Manager of Standards can be heard roaring through the office and someone is likely to be fired. Government regulations require that the Lustrox Corporation list all of the ingredients in their products in descending order on the bottles. Because the products change all the time, and because of the hundreds of products Lustrox puts out, there are files just for INGREDIENTS STATEMENTS.

Directions: Make file labels for the following products and mount them on index cards. Then arrange them in descending numeric order by product number.

File labels for Lustrox are set up in the following manner:

Name of Product	# of Product
General file Heading	Name of Company

[Note: work on scrap paper first.]

#3702	Hair Be New Shampoo
#2652	Hair Be Shiny Shampoo
#3703	Hair Be New Conditioner
#2653	Hair Be Shiny Conditioner
#3704	Hair Be New Mousse
#2654	Hair Be Shiny Mousse
#1411	Night-time Hair Cream
#1612	Day Time Hair Lightener
#1611	Day Time Hair Cream
#1412	Night-Time Hair Lightener
#1410	Night-Time Hair Salve
#3701	Hair Be New Spray
#1601	Day Time Hair Salve
#2651	Hair Be Shiny Spray

TYPING DECIMALS IN COLUMNS
BUDGET

Directions: Mr. Mitchell, Vice President for Quality Assurance, needs this report typed and sent to the Vice President for Finance and Accounting with a copy to the president. Type it on your computer.

SELECTED QUARTERLY DATA
FOR STOCKHOLDERS
LUSTROX CORPORATION

	Sales	Gross Profit	Operating Income	Net Income	Earnings Per Share
Fiscal 1987					
1st Quarter	$2,416.00	$ 753.00	$ 93.00	$ 110.00	$ .07
2nd Quarter	2,803.00	629.00	97.00	106.00	.19
3rd Quarter	3,204.00	1,023.00	413.00	233.00	.16
4th Quarter	3,649.00	$1,310.00	425.00	304.00	.19

TOTAL (Use your calculator and then type totals in proper columns.)

	Sales	Gross Profit	Operating Income	Net Income	Earnings Per Share
Fiscal 1988					
1st Quarter	$ 3,102.00	$ 752.00	$ 301.00	$ 120.00	$ .08
2nd Quarter	4,288.00	1,234.00	460.00	225.00	.14
3rd Quarter	4,633.00	1,307.00	537.00	301.00	.23
4th Quarter	5,662.00	1,566.00	682.00	550.00	.24

TOTAL (Use your calculator and then type totals in proper columns.)

(initials)

5.5
Week 5
Theme: Secretary, Quality Control

HOUR 1: VOCABULARY QUIZ FOR WEEK 5

IDENTIFYING AND USING DEMONSTRATIVE PRONOUNS

a. Lecture on demonstrative pronouns. Do activity 5.5.1 with students.

HOUR 2: STUDYING COMMON PREFIXES

a. Present some common Latin prefixes (5.5.2a - d). Discuss their meanings and word families formed by them.

b. Demonstrate spelling rules for prefixes:
Prefix + the word

HOUR 3: INTRODUCTION TO INTER-OFFICE MAIL HANDLING

Demonstrate the proper use of an inter-office mail envelope. Have students address one and keep it in their student folders for future use.

WRITING SKILLS: EDITING FOR ERRORS IN SUBJECT/VERB AGREEMENT

Students should edit a paragraph with errors in subject verb agreement

HOUR 4: KEYBOARDING PRACTICE

a. Review proper fingering for numbers

b. Students should do typing lesson 17, Pepe

Special Materials: inter-office mail envelopes (can be used rather than new)

DEMONSTRATIVE PRONOUNS

Singular	Plural
this - near	these - near
that - far	those - far

DON'T SAY: "this here", "that there", or "them" if you mean those

Activity: Place objects about the room. Drill with students the proper use of this, that; these, those; and then the differences between singular and plural.

BOARD EXERCISES

1. (These, This) memo is to be sent to twelve people.

2. Please panafax (this, these, them) report to the regional office.

3. (Them, Those) check requests need to be signed by your supervisor.

4. (Them, Those) envelopes need to be addressed by 2 p.m.

5. (This here, This) file cabinet holds the ingredients statements for the new hair products.

6. (These, Them) computers have color monitors.

7. (That, That there) coffee machine needs fixing.

5.5.2a EXERCISE WARM-UP

PREFIXES

PREFIX	MEANING	WORD FAMILIES
intro	in, into, inward	introduction introspective
mal	bad	malnutrition malevolent maladjustment malefactor malediction malaria
multi	many	multicolored multilateral multicellular multilingual multiped multimillionaire multifold
non	not	nonabsorbent noncommittal nonreligious noninfectious nonlicensed nonodorous nonparallel
per	through	permit perennial perspire
ad	to, toward	adverb administer adhere advance

5.5.2b

PREFIX	MEANING	WORD FAMILIES
bene	well, good	benefit benediction benevolence
bi	two	biplane bisect bilingual bicycle
circum	around	circumnavigate circumvent circumference
com	with	communicate comply combine command
contra	against	contras controversial
de	from, off, down	decompose decline delegate
dis	apart, not	dilapidated digress discontinue discord
ex	former	ex-president ex-wife ex-husband
extra	outside, beyond	extraterrestrial extravert extraordinary extravert
inter	between	international interstate interjection interfraternity

5.5.2c

PREFIX	MEANING	WORD FAMILIES
pre	before	prevent predecease precede predigest predict preview predate prefix
re	again	reinstate remainder remind renaissance research reincarnate reinforce
semi	half	semiannual semifinal semitropical semisolid semicolon semiprecious semiprivate semispherical semipro
sub	under	submerge submarine subterranean substandard substitute subway
super	above, over	superman superheated superimposed superintendent superego
trans	across	transition transatlantic transbridge transmigration transcontinental

5.5.2d

PREFIX	MEANING	WORD FAMILIES
tri	three	triweekly triplet trilingual triplane tripod triplicate trilogy
uni	one	unicycle unicellular unipod unisexual unison unit United Nations unicorn unite

Week 6
Theme: Sales and Marketing

Competencies:

Math Competencies: Dividing decimal numbers

English Competencies:
- Spelling and vocabulary
- Review Adverbs
- Troublesome adjectives and adverbs
- Comparative adjectives and adverbs
- Irregular adjectives and adverbs
- Reading for main idea
- Writing an ad for a newspaper
- Editing for errors in pronoun agreement
- Listening and writing skills: summary
- Editing for errors in use of personal pronouns

Office Competencies:
- Filing
- Introduction to spreadsheet First Choice software
- Introduction to advertising
- Review numbers on keyboard
- Introduction to symbols on keyboard
- Learning proper line spacing

Special Materials Required:
- Magazines and Newspapers
- White unlined paper and magic markers for 6.1.3

- Posterboard and magic markers for 6.5.2

SALES AND MARKETING

Week 6 -- OVERVIEW

HOUR:	I	II	III	IV
Day 1:	Vocabulary Introduction to Sales and Marketing	Punctuation: Direct Address and parentheticals	Writing Skills: an ad for the newspaper	Keyboarding Practice: fingering for numbers
Day 2:	Punctuation: apostrophes	Listening and Writing Skills: Summary	Computer Check-up	Keyboarding Practice
Day 3:	Comparative adverbs and adjectives		Editing for Errors in Pronoun Agreement	Keyboarding Practice: symbols on the keyboard
Day 4:	Possessive pronouns; pronoun antecedent agreement	Review decimals	Introduction to spreadsheet "First Choice" software	Keyboarding Practice: symbols on the keyboard
Day 5:	Post Test weeks 5/6	Reading Skills: Finding Main Idea	Editing for errors in personal pronouns	Keyboarding Practice: Line spacing

6.1

Week 6, Day 1
Theme: Sales and Marketing

HOUR 1: SPELLING AND VOCABULARY (List 6.1.1)

Put the list of vocabulary and spelling words for the week on the board. Have students copy them. Discuss their meanings.

INTRODUCTION TO SALES AND MARKETING

Discuss with students some of the duties of a sales and marketing department or have an outside speaker come to tell them what the office responsibilities would be.

PUNCTUATION: APPOSITIVES, PARENTHETICALS

Introduce the rules for punctuating direct address, titles, appositives and parentheticals. Do with students exercises 6.1.2 a + b

HOUR 2: WRITING SKILLS: AN AD FOR A MAGAZINE

a. Have students write an advertisement for a new product for the Lustrox Corporation.

b. They should look at newspapers and magazines to get an idea of what words to use, what size advertisement they want, how to lay out an ad, and what might be appropriate for an ad for a new product in the shampoo industry.

c. They should do a draft in their notebooks.

d. Give them paper and magic markers and have them create their ads.

e. Have them present their "ad campaign" to the class

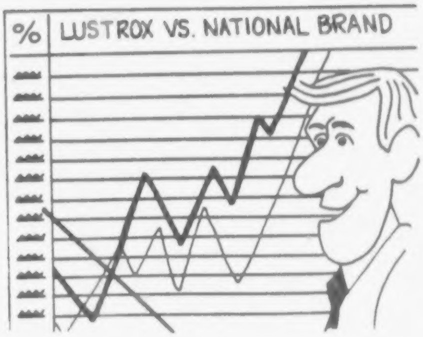
HOUR 4: KEYBOARDING PRACTICE: FINGERING FOR NUMBERS

a. Lecture on proper fingering for numbers

b. Students should do typing lesson 18, Pepe

Special Materials: newspapers, magazines, paper, magic markers

Spelling and Vocabulary
Sales and Marketing
Week 6



advertisement
customer
overseas
order
appointment
regional
summary
spreadsheet
data
reimbursement
rapport
R.S.V.P.
distribution

Method: Present the vocabulary each Monday by having students copy the words from the board and by defining each one. Have students use their neuro-linguistic programming to learn the words they don't know. Drill words in smaller groups of 7 - 10 each day. Reinforce the words which apply to each lesson as they occur. Quiz students on Friday with dictation. Then have them use 5 or 6 of the words in sentences or give definitions for them.

6.1.2a

PUNCTUATION

Direct address, titles, years, states

Directions: Punctuate the following sentences with commas. Not all sentences require commas.

1. Barbara please take these letters to the post office.
2. We shall appreciate your prompt reply Mr. Donahue.
3. Do you understand ladies and gentlemen that nouns in direct address should be set off with commas?
4. Mr. Hornbee we are anxious to meet you next month.
5. Can you tell me Ms. Bollins which lady is Ms. Dunfield?
6. Doctor what is your diagnosis?
7. Walter P. Mitchell Jr. disliked the nickname Wally.
8. When will you arrive in Philadelphia Pennsylvania?
9. On November 23 1987 we will celebrate our seventh anniversary.
10. George Krasuski Esq. was the outstanding attorney at the convention.
11. The tallest building was located in the middle of California.
12. He recently moved from Bethlehem Pennsylvania to Tampa Florida.
13. He arrived on July 30 1987 and left the following Tuesday.
14. He is the famous Mr. John Smith.
15. I would like you to meet Walter Mitchell Sr.
16. The next conference will be held in 1989.
17. He was not really a doctor since he had no degree.

6.1.2b

PUNCTUATION
Parenthetical expressions and appositives

Directions: Punctuate the following sentences with commas.

1. All the employers I must say stress the importance of following directions.

2. A letter is therefore unmailable if a word is divided incorrectly.

3. Wanda received four post cards from her sister Sandra.

4. The firm's only female electrician Carmen caused a stir wherever she went.

5. On Thursday December 10 the new machine will be delivered.

6. You too should know that there must be at least three keystrokes on each line when a word is divided in typing.

7. A hyphen or a comma may be counted as one of the three keystrokes of course.

8. Never divide dollar amounts however. Use a required space to keep them on the same line.

9. At three o'clock the city's only heart specialist Josephine Saad will explain her procedures to her fellow doctors.

10. A one-letter syllable should however be placed with the first part of the word.

11. The word "similar" should consequently be divided "simi-lar."

12. There were eight children; but only one Rosa was a girl.

13. It seems that some procedures can't be repeated too many times but a time will come when they will be remembered.

14. The concert was given by Rose Dapper a concert pianist.

15. Those machines are manufactured by only one company The Lustrox Corporation.

6.2

Week 6
Theme: Sales and Marketing

HOUR 1: PUNCTUATION: APOSTROPHES

Go over examples of possessives and the use of apostrophes with students. Do exercise 6.2.1

HOUR 2: LISTENING AND WRITING SKILLS: SUMMARY

a. Present transition words to students and discuss how they signal what is to come in writing and listening (6.2.2)

b. Read a paragraph with transition words in it to students and have them pick out the main idea. They should write the main idea in one concise sentence. (6.2.2)

c. Play tape of "Opportunities", pg. 8/9, Brower & Lee, Office Procedures. New York: Gregg Division - McGraw Hill. 1981.

d. Have students write up their notes into a summary form. This time they should be listening for main ideas as well as subordinate ideas.

e. Have them work with a partner to share their summaries, revise them and edit them before writing them up in final form to hand in

HOUR 4: KEYBOARDING PRACTICE

a. Lecture on the symbols of the keyboard

b. Students should do typing Lesson 19, Pepe

PUNCTUATION
APOSTROPHES

Directions: Insert apostrophes where they are needed. Not all sentences need apostrophes.

1. The secretarys shorthand speed was 140 WPM.

2. The secretarys typing speed on her PC was 100 WPM.

3. Rose book was on my desk.

4. Janice will be there in an hours time.

5. I would guess that the notebook is hers.

6. The patients examination showed that he had a heart condition.

7. The bowlers average was the envy of all who watched.

8. I hope you get two-weeks vacation.

9. The envelopes stamps were not straight; all the envelopes looked strange.

10. Whose magazine is it?

11. It was in the doctors office that I caught the flu.

12. The dogs flea collar fell off.

LISTENING/WRITING SKILLS
WRITING A SUMMARY FROM WHAT YOU HEAR

I. Present the following transition words to students and discuss how they are used to signal change of thought or importance of ideas.

also
in addition
moreover
furthermore

however
but
on the other hand
although
yet
except

for example
for instance
to illustrate
generally
frequently

hence
thus
in conclusion
to summarize
consequently
therefore

II. Read the following paragraph to students two times. Have them take notes while they listen. Ask them to listen for the main idea sentence while they are listening to the paragraph. Have them write in one well-written sentence the main idea of what they hear. They may use the words from the paragraph.

Generally, secretaries give no thought to career advancement because they are too busy trying to get the day's work done. Frequently they are so busy "putting out fires" that they can hardly think about lunch, let alone getting ahead. However, to keep pace with the fast-moving world of business today and to secure their positions for the future, they should consider enhancing their skills. In addition to polishing computer skills, learning the latest office machines and enhancing their communication abilities, they should think about learning management techniques so they can advance. Local community colleges offer many night courses to allow people to work and to get better credentials at the same time. If secretaries broaden their skills today, then they will not find themselves unemployed tomorrow. In today's competitive world, it is necessary to continue with one's education as long as possible for job security and career advancement.

6.2.3 COMPUTER CHECK-UP EXERCISE
A BONUS/OPTIONAL EXERCISE IN COMPUTER SKILLS

1. Type the following letter, save it, and print it out. Use a 50-space line with margins at 25 and 75.

Mr. Hank Gregory
3000 Green Lake Road
Bethlehem, PA 18017
November 6, 1987

Dear Hank:

I regret to inform you that your next month's paycheck will be adjusted downward because the person calculating your time card this month made an error in your overtime pay. The portion deleted will amount to $47.50. Sorry for the inconvenience.

Sincerely,

Saundra Bollins
Director for Personnel

EXERCISE 2:

2. Now redo the letter to make the following changes: SEARCH AND REPLACE: "downward" to "upward"; "regret" to "am happy"; "deleted" to "added". DELETE the line, "Sorry for the inconvenience" and INSERT a new paragraph that says, "I'm sure you'll be pleased that the error was in your favor. Please phone me if there is anything I can do for you." CHANGE THE MARGINS TO: 15 and 70. SAVE it and PRINT it out.

EXERCISE 3:

3. Now RE-ADDRESS the letter to Randolph Palmer, CHANGE the amount to $65.43, CHANGE the inside address, the complimentary close, the name and the title to CENTER TABS. COPY the first paragraph and place the copy after the second paragraph so that you have 2 paragraphs the same. SAVE it and PRINT it out.

Write your name on all three copies and record the TIME that you finished on the bottom of your papers.

Reward: If you finish with perfect papers in less than 30 minutes, 6 points will be added to your next text paper. If you finish with perfect papers in 30 to 60 minutes, 3 points will be added to your next test paper. If you finish with perfect papers in 60 to 90 minutes, 2 points will be added to your next test paper. If you finish with perfect papers in less than 2 hours, in 90 to 120 minutes, 1 point will be added to your next test paper.

6.3

Week 6
Theme: Sales and Marketing

HOUR 1: COMPARATIVE ADJECTIVES AND ADVERBS:

a. Lecture on comparative and superlative forms of adjectives and adverbs. Students should not only be able to tell the difference between adjective and adverb forms, but should also be able to form the comparative and the superlative.

b. Students should be able to write the comparative and superlative forms of the following words and to use them properly in sentences: wide, fast, deep, good, bad, strong, kind, small, happy, big, beautiful, large, calm, heavy, tall, pretty, short, cheap, sweet, energetic, accurate, nutritious, tasty, delicious, expensive, rough, narrow

HOUR 2: CLASS DISCUSSION

To help students review how much knowledge they have gained, put them in small groups and ask them to make a glossary for someone will all the words needed in order to run a computer with "First Choice" software. Have the groups share their words with the class.

HOUR 3: EDITING FOR ERRORS IN PRONOUN AGREEMENT

Give students a paragraph with errors in pronoun agreement for them to edit on the computer.

HOUR 4: KEYBOARDING PRACTICE: SYMBOLS ON THE KEYBOARD

a. Review fingering for symbols on the keyboard

b. Students should do typing lesson 20, Pepe.

6.4

Week 6
Theme: Sales and Marketing

HOUR 1: POSSESSIVE PRONOUNS AND PRONOUN ANTECEDENT AGREEMENT

a. Present the rules for possessive pronouns and pronoun antecedent agreement 6.4.1 a + c and do with students exercises 6.4.1 b + d

b. WRITING ASSESSMENT: put student summaries from 6.2.3 on the overhead in transparency form. Have them evaluate them for clarity, unity, and mechanics. They should especially pay attention to see if the summary has the same proportion of ideas as the original.

c. MATH REVIEW: Put math problems using decimals on 3 x 5 cards. Divide the class into teams to compete in a review of decimals. Two students could be assigned to check answers on the calculator USING PROPER FINGERING.

HOUR 3: PRACTICE WITH ENTERING DATA ON SPREADSHEET

a. Lecture: entering data and use of "Spreadsheet" Review with students cursor movements for "Spreadsheet" -- how to move from one cell to another, how to widen columns, how to move vertically and horizontally.

b. Students should practice cursor movements for at least 10 minutes before attempting exercise 6.4.3d on Spreadsheet entry

HOUR 4: KEYBOARDING PRACTICE: TYPING A LETTER

Students should do typing lesson 21, Pepe

POSSESSIVES

NOUNS

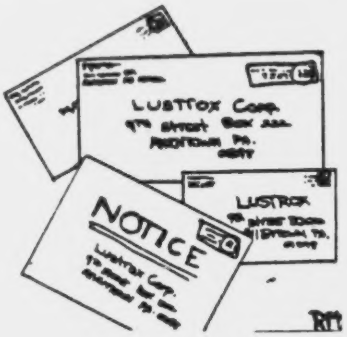
1. if singular, add 's
2. if plural with "s", just add "'"
3. if plural without "s", add "'s"

PRONOUNS

Adjectives	Nouns
my	mine
your	yours
his, her, its	his, hers, its
our	ours
your	yours
their	theirs

1) Use possessive case before a gerund

2) Use possessive case to show ownership


LUSTTOX Corp.
LUSTROX
NOTICE
RM

POSSESSIVE PRONOUNS AND POSSESSIVE NOUNS

Directions: Underline the correct possessive form in the following sentences.

1. Is this notebook (yours, your's)?

2. (Hers, her's) is over there.

3. I do not approve of (your, you) smoking in class.

4. It is (my, mine) hat.

5. It is (my, mine).

6. This is my (children's, childrens') computer program.

7. This is (our, ours) best week.

8. Give me (Johns', John's) assignment.

9. Those are my (mothers-in-law's, mother-in-laws') pictures.

10. The (men's, mens') room is down the hall.

11. The (child's, childs) book was lost.

12. That printout is (hers, her's).

13. Josephine found (her, hers) highlighter.

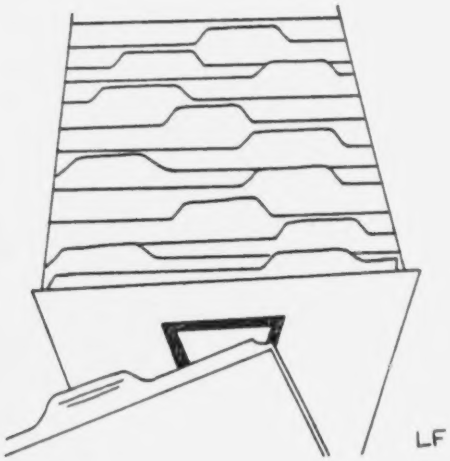
14. The computer lost (its, it's) power when lightning hit.

6.4.1c

PRONOUN AGREEMENT WITH ANTECEDENT

1. Each pronoun must agree with its antecedent
2. Compound antecedents require plural pronouns
3. Singular antecedents connected by correlative pairs (either...or; neither...nor; not only...but also) require singular pronouns
4. If you have one singular and one plural antecedent connected by correlatives, the pronoun agrees with the NEARER antecedent.

The following pronouns are considered SINGULAR: each, either, neither, one, everyone, anyone, nobody, each one, no one, someone, everybody, somebody, anybody.



PRONOUN AGREEMENT

1. Both Helen and Janice looked (their, her) best for their speeches.

2. All the women completed (her, their) computer exercises.

3. Each of the men finished (his, their) composition.

4. If anyone wants to order pictures, (he, they) may do so now.

5. Neither Carmen nor Rosa missed (her, their) math problem.

6. Either Zulma or Luz lost (her, their) notebook.

7. Either the switchboard operator or the members of the student government found (her, their) viewbooks.

8. Will everyone please bring (their, his) contribution for the party?

9. Has everyone done (his, their) tabulation lesson?

10. Someone forgot to take (his, their) car keys.

6.4.3 EXERCISE

DATA ENTRY
CREATING A SPREADSHEET

Directions: On "Spreadsheet", FIRST CHOICE software, enter the following items for monthly reimbursement for travel expenses for these employees of the Lustrox Corporation. They need to be entered in order by date.

Jeanne Dunfield			
	auto	Oct. 29	$ 52.50
	airlines	Oct. 30	$116.50
	hotel	Oct. 30	$ 59.00
	auto	Oct. 10	$ 47.00
	airlines	Oct. 11	$122.60
	hotel	Oct. 11	$ 97.00
Ronald Williams			
	auto	Oct. 15	$157.50
	airlines	--	
	hotel	--	
Joel Johnson			
	auto	--	
	airlines	Oct. 13	$316.76
	hotel	Oct. 15	$ 85.00
Henry Hornbee			
	auto	Oct. 13	$ 24.50
	airlines	--	
	hotel	--	
Walter Mitchell			
	auto	Oct. 5	$ 25.40
	airlines	Oct. 5	$275.00
	hotel	Oct. 5	$ 79.50
Saundra Bollins			
	auto	Oct. 18	$ 49.50
	airlines	--	
	hotel	--	

6.5

Week 6
Theme: Sales and Marketing

HOUR 1: SKILL MEASUREMENT, WEEKS 5/6

HOUR 2: READING SKILLS: FINDING THE MAIN IDEA

a. Lecture on the difference between topic and main idea

b. Give students a 2 - 3 page exposition. Ask them to read it individually and then with a partner to agree on what the main and subordinate ideas are. After they agree, they should be given poster board and magic markers and asked to represent the ideas as a pie chart. The sections of the pie chart should be proportionate to the ideas in the article to show 1) what the major ideas are and 2) what proportions of space/time the author attributes to each. These could be done on posterboard decorated with magic marker and displayed in the classroom. Theoretically, if students read the same article, the pie charts should be the same!

HOUR 3: WRITING SKILLS: EDITING FOR ERRORS IN PERSONAL PRONOUNS

Give students a paragraph with errors in pronouns to be edited on their computers.

HOUR 4: KEYBOARDING PRACTICE:

a. Lecture on line spacing

b. Students should do typing lesson 22, Pepe

SKILL MEASUREMENT: weeks 5/6

VOCABULARY: Match the following meanings with the appropriate word. (3 points each)

________	1. confidential	a. sole and legal right to
________	2. ingredients statement	b. please reply
________	3. proprietary	c. to get money back for money you have already spent
________	4. R.S.V.P.	d. something to be shared only with the person to whom it is addressed
________	5. collate	e. to put pages together in proper order
________	6. reimbursement	f. pictures and designs
________	7. data	g. facts
________	8. graphics	h. list of the ingredients for a product

II. Put the following numbers in descending order: (2 points each)

5402, 5302, 5401, 5301, 5601, 5306

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

Skill Measurement weeks 5/6

III. Compute the following: (3 points each)

1. .62 - .48 =

2. 8.683 - .911 =

3. 13.43 - 10.98 =

4. .93 x .316 =

5. .25 x 37.1 =

6. 12 x .15 =

IV. Choose the correct word from the following pairs. (3 points each)

_______________1. (Who, Whom) is coming to the party?

_______________2. (Who, Whom) are you calling?

_______________3. This is (she, her).

_______________4. Neither Mr. Mitchell nor Mr. Williams likes sugar in (his, their) coffee.

_______________5. Is this umbrella (your, yours, your's)?

_______________6. This is (my, mine) desk.

_______________7. This printer prints too (slow, slowly).

_______________8. A two-week vacation to the Bahamas sounds (wonderful, wonderfully).

_______________9. Ms. Dunfield is the (smarter, smartest) of the two women.

_______________10. Of the entire R & D group, Frank Wheeler is the (good, better, best) engineer.

_______________11. Prepare (you, yourself) for the chairman's visit.

V. Multiple choice: (3 points each)

_______1. If your report is due semi-annually, it is due:

a. once a year
b. twice a year
c. every two years
d. January 1 every year

________ 2. If your boss is trilingual, he speaks:

a. two languages
b. three languages
c. four languages
d. English only

________ 3. If you want to send a report to someone in another department in your same company, you could send it:

a. first class
b. express mail
c. in an inter-office envelope
d. parcel post

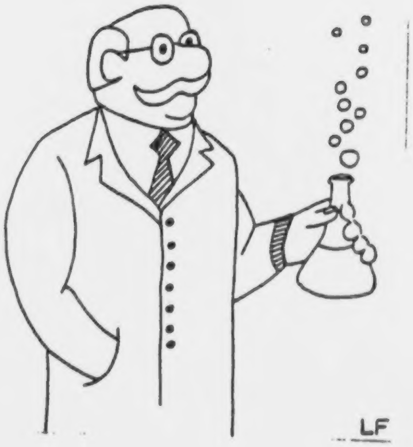
________ 4. If a highway is called an interstate, that means it goes:

a. from city to city
b. between two countries
c. between two or more states
d. countywide

________ 5. If your boss wants an executive summary written on his report, he wants:

a. a duplicate copy
b. a longer version of his outline
c. a condensed version of it
d. an index and a table of contents

Week 7
Theme: Research and Development



Competencies:

English Competencies:
- Spelling and vocabulary
- Introduction to parts of the letter
- Practice writing and editing
- Compound subjects and verbs
- Compound sentences
- Writing a paragraph
- Sentence combining
- Creating complex sentences
- Editing for errors in parallelism
- Speedreading techniques

Office Competencies:
- Practice typing
- Introduction to typing a letter
- Introduction to the inter-office memo

Special materials: Inter-office mail envelopes (can be used)

RESEARCH AND DEVELOPMENT

Week 7 -- OVERVIEW

HOUR:	I	II	III	IV
Day 1:	Spelling and vocabulary	Introduction to Parts of the letter Introduction to compound subjects and subject/verb agreement	Editing a Paragraph for common errors	Keyboarding Practice: tabulation
Day 2:	Speedreading Techniques		Writing skills: complex sentences	
Day 3:	Compound Subjects and Verbs		Introduction to Inter-Office Memo writing and editing	Keyboarding Practice: business letter
Day 4:	Writing Development			Writing skills: sentence combining
Day 5:	Vocabulary Quiz Compound Sentences	Introduction to Parallelism	Editing for errors in parallelism	Keyboarding Practice: business letter

7.1

Week 7, Day 1
Theme: Research and Development

HOUR 1: SPELLING AND VOCABULARY (List 7.1.1)

HOUR 2: INTRODUCTION TO THE PARTS OF THE LETTER

a. Show a transparency of the parts of the letter (7.1.2a)

b. Discuss the parts of the letter and alternatives in the complimentary close

c. Present common abbreviations for closing the letter

d. Have students copy the form and drill each other 1 to 1 with several partners

e. Do exercise 7.1.2b + c

INTRODUCTION TO COMPOUND SUBJECTS AND SUBJECT/VERB AGREEMENT WITH COMPOUND SUBJECTS

a. Review rules for compound subjects, either/or, neither/nor, not only...but also

b. Do together with students exercise 7.1.2d

HOUR 3: WRITING SKILLS: WRITING A PARAGRAPH

a. Students should edit a paragraph for for common errors mechanical errors

b. They should type, save, and print their edited version with their computer

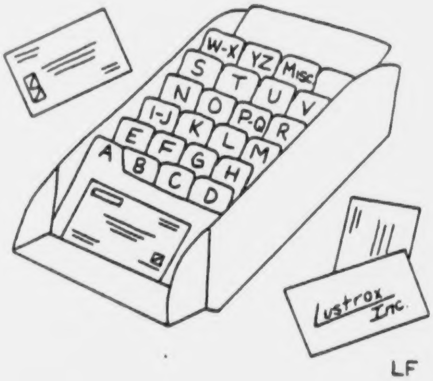
HOUR 4: KEYBOARDING PRACTICE: TABULATION

a. Review procedures for tabulation on the computer

b. Students should do typing Lesson 23, Pepe, typing a letter requesting a job interview

Spelling and Vocabulary
Research and Development
Week 7

cc:
bc:
enc.
attachment
memo
memorandum
letter
standard letterhead 8 1/2 x 11 (business)
Baronial letterhead 5 1/2 x 8 1/2 (personal)
Re:
executive meeting
meetings
appointments
reschedule
guaranteed reservation
conference
suite
double
single
research and development
new product
engineer
R & D



Method: Present the vocabulary by having students copy the words from the board and by defining each one. Students should use their neuro-linguistic programming to study the words they don't know. Drill words in smaller groups of 7 - 10 each day. Reinforce the words which apply to each lesson as they occur. Quiz students on Friday with dictation. Then have them use 5 or 6 of the words in sentences or give definitions for them.

PARTS OF THE LETTER

(12 lines)

HEADING
DATE

(5 lines)

INSIDE ADDRESS

(3 lines)

SALUTATION: [comma for friendly; colon for business]

(3 lines)

BODY

Think of the body as having a good beginning, middle, and end. Tell your reader what you are going to tell him, then tell him, then tell him what you told him!

Courtesy and a thank you for someone's action or time are always appropriate.

COMPLIMENTARY
CLOSE,

(4 lines)

NAME, [comma]
TITLE

INITIALS
NOTATIONS FOR COPIES OR ATTACHMENTS

(i.e.: cc:, bc:, enc., attachment, cc: file)

7.1.2b EXERCISE

PARTS OF THE LETTER

Directions: Rewrite the following letter on the lines provided. Be careful to place each part on its appropriate line.

Lustrox Corporation 3000 Green Lake Road Bethlehem, PA 18016 November 15, 1987 Mr. Gregory Osborne 3434 Cornell Walk West Hartford, Connecticut 06117 Dear Mr. Osborne: I recently received your announcement regarding the conference to be held December 3 in Boston. Both Henry and I will be there. Please have your secretary make our airline and rental car reservations as well as securing a guaranteed room at the Sheraton for Thursday, Friday and Saturday of that week. A suite would be preferable, but a double is okay if the hotel is full. Please be our guest for dinner December 3 at a place of your choice. Regards, Frank Wheeler Frank Wheeler Vice President, Research and Development FW/bj

7.1.2c

SUBJECT/VERB AGREEMENT WITH COMPOUND SUBJECTS

Remember that with "both" and "and" with a compound subject, the verb must be PLURAL. If you have "either...or", "neither...nor", or "not only...but also", then the VERB MATCHES THE SUBJECT CLOSEST TO IT.

Directions: Choose the appropriate verb for the following sentences.

1. Not only Mr. Williams, but also Mr. Hornbee, (was, were) frustrated when the new order for plastic bottles didn't arrive as promised.

2. Either the personnel secretary or the manager for hourly personnel (ask, asks) the employees to fill out the tax forms.

3. Neither Mr. Mitchell nor his secretaries (remember, remembers) the incident.

4. Both Janice and Rosa (tabulate, tabulates) well.

5. Frank and Henry (have, has) been twenty years with the company.

6. Either the carton or the bottles (has, have) to be labeled again so that they are identical.

7. Neither the corporation nor its suppliers (is, are) tax exempt.

7.2

Week 7
Theme: Research and Development

HOUR 1/2: SPEEDING-READING TECHNIQUES

a. Lecture on speedreading techniques and administer some timed readings to the class (Exercise 7.2.1)

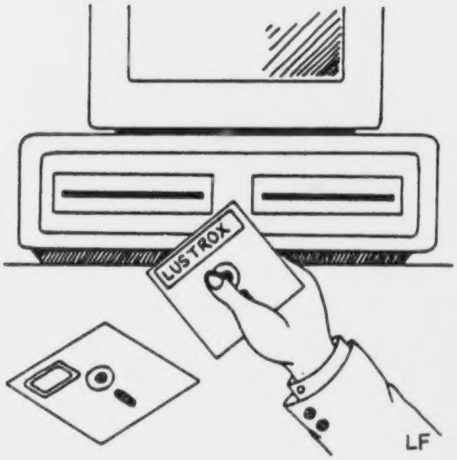
b. If speedreading machines are available or software with speedreading abilities, have the students practice with those

HOUR 3: WRITING SKILLS: CREATING COMPLEX SENTENCES ON THE COMPUTER

a. (Exercise 7.2.3)

HOUR 4: KEYBOARDING PRACTICE

Students should continue working independently to complete the exercises listed on their individual computer logs.



SPEEDREADING TECHNIQUES

1. Give students a practice paragraph of about 100 words. Time them while they read it and have them record their score in their notebooks.

2. Write a sentence on the board with dots over every word.

   • • • • • • • • • •
   John went to the store after dinner for some milk.

   Tell students that if their eyes must stop at every work, it takes more time to read.

3. Erase some of the dots, leaving only one dot per phrase. Tell them if their eyes only have to stop 3 - 4 times per line, they will read faster and comprehend more.

   • • • •
   John went to the store after dinner for some milk.

4. Have students hold an index card through the middle of a line of words. Show them that they can read the words even if they don't see the bottom half of the letters. Tell them to focus in the white space just above the lines and to move their eyes rapidly, stopping only at phrases, not words.

5. Give students the practice paragraph again. First, have them find all the prepositional phrases and put one dot above each. Then have them mark dots where they think their eyes should also stop.

5. Time them while they read the paragraph. Let them see if they improved their reading time.

6. Time students while they read "Avoiding the Credit Crunch", Coping, Series E. Do comprehension questions as a class.

7. Reinforcement: "How to Ask for and Get a Raise", Coping, Series D. If time, students can do these comprehension questions on their computers to print and hand in.

CREATING COMPLEX SENTENCES

Put the following introductory adverbs on the board. On their computers, have students create sentences with an adverbial dependent clause at the beginning of the sentence. Example:

After . . . .,

comma!

WHO	DID	WHAT
subject	verb	complement or modifier

Stress that if they use a pronoun after the introductory word, it must refer to the subject of the sentence (usually the first word after the comma.) Stress also that they MUST use a comma after an introductory adverbial clause.

For the board:

after
since
when
although

because
while
unless
until

7.3

Week 7
Theme: Research and Development

HOUR 1/2: COMPOUND SUBJECTS AND VERBS

a. Review rules for compound subjects and verbs

b. Do with students exercise 7.3.1

HOUR 3: INTRODUCTION TO THE INTER-OFFICE MEMO

a. Lecture on proper form for the inter-office memo

b. Students should do exercise 7.3.3

Special materials: Inter-office envelopes (used ones are adequate)

HOUR 4: KEYBOARDING PRACTICE

a. Lecture on adding a title after the name and initializing the business letter

b. Students should do typing lesson 24, Pepe

COMPOUNDS

A compound is two things joined together with a conjunction -- usually "and". We can have compound subjects: S + S V; we can have compound verbs: S V + V; and we can have compound sentences S V, and S V. [Note that when you join two sentences together with and conjunction and you have a subject and a verb on EACH side of the "and", you MUST use a comma before the conjunction.]

Directions: Change the following pairs of sentences into single sentences with COMPOUND SUBJECTS.

1. Ms. Dunfield attended the convention.
   Saundra Bollins attended the convention.

2. Paul went to computer classes at night.
   John went to computer classes at night, also.

Change the following pairs of sentences into single sentences with COMPOUND VERBS.

1. Mr. Wheeler wrote the report.
   Mr. Wheeler edited the report.

2. Henry Hornbee hired three consultants in January.
   Henry Hornbee trained his management team in February.

Using the conjunctions (and, or, but, so, yet) change the following pairs of sentences into COMPOUND SENTENCES.

1. The phone rang.
   The switchboard operator answered it.

2. Mr. Wheeler doesn't like to drive in New York.
   Mr. Wheeler takes taxis.

3. She put in a lot of overtime.
   She didn't get paid.

4. Walter was exhausted.
   He stayed at the plant until the second shift had solved the problem.

7.3.3 EXERCISE

WRITING SKILLS
INTER-OFFICE MEMO

A memo differs from a letter, in that we don't have to use headings, salutations, and other required forms of letters. One form for memos often used is like this:

TO:

FROM:

DATE:

RE:

[Tab after each to two spaces beyond the farthest colon. Then fill in the information appropriate for each heading. After this introduction, simply write the body of the memo and have whoever authored it initial his/her name.]

EXERCISE

Directions: Your boss, Mr. Wheeler, asked you to survey the workers of the plant and report to him regarding the problems currently associated with the company's smoking lounge. He wants recommendations for change. You need to discuss problems and solutions. Your memo should include a good topic sentence, three supporting arguments and a conclusion. It should be polite and businesslike. Your memo should be delivered in an inter-office envelope appropriately labeled. Draft the letter in your notebook, and then type it on your computer.

7.4

Week 7
Theme: Research and Development

HOUR 1/2: **WRITING DEVELOPMENT:**

Give students a topic i.e., "One thing I'm proud of is..." Have them write a paragraph in which they concentrate on brainstorming, drafting, revising, and editing; creating a good beginning, middle and end; using specific details; and using appropriate transitions between sentences.

After they have a good version of their paragraphs, make transparencies of them and have them critique each others for organization and mechanical errors.

HOUR 3/4: **WRITING SKILLS**

a. Sentence combining: Give students exercises in which they must combine sentences to create more sophisticated sentences. Then have them type their sentences on the computer.

7.5

Week 7
Theme: Research and Development

HOUR 1/2: SPELLING AND VOCABULARY QUIZ

SPEAKING SKILLS: Assign topics to students relevant to office work. Give them two weeks to prepare. Then have them deliver their speeches, 2 per day. They should dress the part for their speeches. Each presentation should be 3 - 10 minutes long. Topics suggested might include: Handling stress in the office; Makeup in the Office; Dress for the Office; Budget meals for the Working Person; How to Keep your Job while Others are Losing Theirs; Ways to get ahead at the Office; How to ask for a Raise; How to avoid Office Politics.

HOUR 2: WRITING SKILLS: INTRODUCTION TO PARALLELISM

a. Lecture on parallelism in a series. Give students examples of faulty parallelism and examples of how parallelism is effective when used properly. (Examples 7.5.2)

HOUR 3: WRITING SKILLS: EDITING FOR ERRORS IN PARALLELISM

a. Have students edit a letter with errors in parallelism (Exercise 7.5.3)

HOUR 4: KEYBOARDING PRACTICE: TYPING THE BUSINESS LETTER

a. Review tabulation and format changes for the IBM PC

b. Review proper spacing for the business letter

c. Students should type the business letter, Lesson 25, Pepe

PARALLELISM

Sentences to do together. Change the sentences to eliminate faulty parallel structure.

1. Mr. Williams likes to bowl, fish and eating in Chinese restaurants.

2. Saundra likes to play tennis and doing handwork.

3. Mr. Mitchell is hard working, has patience and industrious.

4. Mr. Hornbee's interests are computer science, making home movies, and to fix cars.

5. Mr. Wheeler is intelligent, efficient, and an honest man.

7.5.3 EXERCISE

PARALLELISM

Directions: Edit the following letter for errors in parallelism, for sentence fragments, and for anything else which interferes with its structure. Change whatever is necessary to make it grammatically correct.

Joseph Lutts
375 W. 4th St.
Hingham, Mass 02043

We're pleased that you have decided to join Lustrox Corporation as Manager of Standards. We're sure that you and your family will enjoy the advantages of living in the Bethlehem area.

For our personnel records we will require you to complete the following W-4 Form, the forms for our group medical plan, and complete and sign two copies of the enclosed Lustrox Employees contract. If you have any questions regarding any of these documents. Our personnel department will be happy to assist you.

When you come to look at local real estate; Ed and I would like to have you be our guests for dinner.

Regards,

Saundra Bollins

Week 8
Theme: Accounting and Finance

Competencies:

Math Competencies:	Percents Finding percents when the number is given
English Competencies:	Spelling and vocabulary Reading for specific details Punctuating restrictive and non-restrictive clauses
Office Competencies:	Typing columns with decimal points Sorting numerically Computer ways with decimals Figuring cash discounts Writing out purchase orders Requisitioning supplies Beginning graphics
Life Skills:	Writing a resume Preparing for the job interview

ACCOUNTING AND FINANCE

Week 8 -- OVERVIEW

HOUR:	I	II	III	IV
Day 1:	Spelling & Vocabulary	Punctuating Restrictive and non-restrictive clauses	Budget: using a calculator and then typing columns with decimals on the computer	
Day 2:	Percents	Sorting Numerically	Figuring cash discounts; typing numbers on the computer	
Day 3:	Reading/Writing for specific details		Working with math on the computer Requisitioning supplies: filling out a purchase order form	
Day 4:	How to write a resume		Typing a draft of a resume on the computer	
Day 5:	Skill Measurement Weeks 7/8	Outside Speaker local PIC	Creative computing: graphics	Keyboarding practice

8.1

Week 8, Day 1
Theme: Accounting and Finance

HOUR 1: SPELLING AND VOCABULARY (List 8.1.1)

REVIEW COMPUTER RULES:

1) Don't "space" when you can "tab"
2) Don't "return" when you can "auto-return"
3) Don't type numbers with the keyboard when you can use the number pod
4) Don't "retype" if you can "copy" or "move"

HOUR 2: PUNCTUATING RESTRICTIVE AND NONRESTRICTIVE CLAUSES

a. General rule: if you can change who or which to "that", don't punctuate

b. Do exercise 8.1.2 with students

HOUR 3/4: BUDGET: USING A CALCULATOR AND THEN TYPING COLUMNS WITH DECIMALS ON THE COMPUTER

a. Review fingering for the calculator and number pod

b. Demonstrate decimal tab use on the computer

c. Have students do some word problems with their calculators and check each other's answers

LEDGERS
BUDGETS
LF

8.1.1

Spelling and Vocabulary
Accounting and Finance
Week 8

LEDGERS
BUDGETS
LF

taxes
insurance
percent
purchase order
requisition
total
subtotal
accounts payable (record of business carried on between the supplier and the company)
accounts receivable (record of business carried on between the company and its customers)
N/A
accounting clerk
bookkeeper
equity
posting
ledger
profit
loss
invoice
cashflow
audit

__Method__: Present the vocabulary by having students copy the words from the board and by defining each one. Students should use their neuro-linguistic programming to learn the words they don't know. Drill words in smaller groups of 7 - 10 each day. Reinforce the words which apply to each lesson as they occur. Quiz students on Friday with dictation. Then have them use 5 or 6 of the words in sentences or give definitions for them.

PUNCTUATION

Restrictive and Non-restrictive Clauses

1. John Hillegass who enjoys collecting stamps entered the race even though he was sure he couldn't win.

2. The college's only health teacher who came from New York City found the small town very boring.

3. The student who was the only one to complete all the units received commendations of his classmates.

4. Walter Mitchell who is sometimes called Wally was always already working at his computer when class was to start.

5. Mr. Hornbee is the first president who has been a representative.

6. Mr. Hornbee who has been our representative is now our president.

7. It was his money that paid for the new store.

8. When she began working for the temporary agency everyone was amazed.

9. The photographer who was excellent won many prizes locally statewide and nationwide.

10. The awards which were purchased in New York were gold-plated medals.

11. The president who is most often referred to as our country's founding father is George Washington.

12. Our best salesman who is a first-rate Lacrosse player is Robert Palmer.

13. The president Ms. Dunfield was very enthusiastic about the new policy.

14. Since the policy went into effect the students who attend Northampton County Area Community College have had to keep track of their absences.

15. It may be a good idea to have available a supply of coffee which will add to the comfort and relaxation of the customers.

8.2

Week 8, Day 2
Theme: Accounting and Finance

HOUR 1/2: PERCENTS: FINDING A PERCENT OF A NUMBER AND FINDING WHAT PERCENT ONE NUMBER IS OF ANOTHER

a. Lecture on percent applications: increase, markup, decrease, discount, and depreciation

b. Figuring cash discounts: exercise 8.2.2b

c. Sorting numerically: exercise 8.2.2b

HOUR 3/4: TYPING NUMBERS ON THE COMPUTER

a. Review rules for typing numbers (lining up decimals and columns)

b. Demonstrate how to set tabs for the widest numbers

c. Introduce use of number lock key to use number pod

d. Introduce centering: F6, 9, type, F6, 9

e. Tell students that for underlining in these exercises, they may simply use a fine-lined black pen

f. Students should do exercises 8.2.3

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LF

8.2.2a EXERCISE

FIGURING CASH DISCOUNTS
AN EXERCISE IN MATH

Mr. Johnson received a bill at Lustrox for $6200 10/15, n/30. This means if he pays the bill within 15 days, he will receive a 10% discount. If he does not pay the bill within 15 days, he must pay the net (n) amount within 30 days (the whole amount).

1. What must he pay if he pays within 15 days?

2. What must he pay if he pays within 20 days?

He also received a bill for $5400 2/10, n/60 from Permaco.

3. What is the cash discount on $5400 from Permaco?

4. What amount can be paid if it is paid within 10 days?

5. What is the payment in 15 days on 5/10, n/30 for $3000?

6. What is the payment if it is made in 10 days for that same amount?

8.2.2b EXERCISE

SORTING NUMERICALLY

DIRECTIONS: In the blank provided, put the letter of the box that the following number corresponds with.

Example: "B" would be the box for number 173.

Box under 100 A	Box 100 - 199 B	Box 200 - 499 C	Box 500 - 999 D	Box 1000 -5999 E	Box over 6000 F

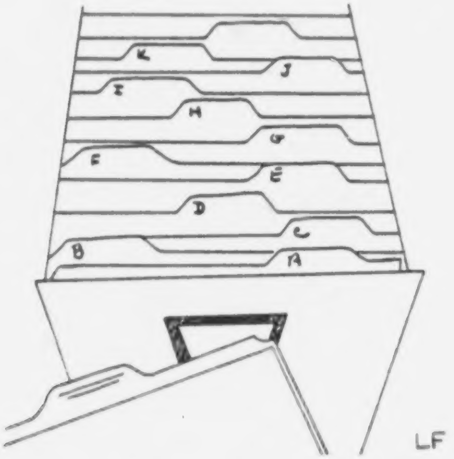
______ 1. 3000 ______ 2. 1001 ______ 3. 275 ______ 4. 503

______ 5. 65 ______ 6. 5900 ______ 7. 421 ______ 8. 1500

______ 9. 8000 ______ 10. 30 ______ 11. 135 ______ 12. 300

______ 13. 150 ______ 14. 650 ______ 15. 280 ______ 16. 503

______ 17. 275 ______ 18. 10,000 ______ 19. 101 ______ 20. 1010



8.2.3 EXERCISE

TYPING COLUMNS ON THE COMPUTER

Mr. Joel Johnson needs this report on recent expenditures for Lustrox Corporation for the President. Type it and print it from your computer.

EXPENDITURES

	1987	1988	Estimated Useful Lives
Computers	$ 274,000	$116,000	5 - 10 yrs.
Furniture & Expenses	431,000	432,000	7 yrs.
Machinery & Equipment	1,201,000	600,000	5 - 10 yrs.
Automobiles	10,000	10,000	3 yrs.
Improvements	48,000	N/A	N/A

Subtotal (use your calculator and type in proper figures.)

Less depreciation 256,000 126,000

TOTAL (use your calculator)

initials

8.3

Week 8, Day 3
Theme: Accounting and Finance

HOUR 1/2: READING/WRITING FOR SPECIFIC DETAILS

a. Give students a short reading and analyze it for use of specific details.

b. Put one student in front of the class and have students tell the specific details of his/her appearance.

c. Have students draw names from a hat of the other students in the room. They should write a description of that person without using a name. They should use as many specific details as possible.

d. Have them read their descriptions outloud and let the other students guess which person is being described.

HOURS 3/4: REQUISITIONING SUPPLIES; FILLING OUT A PURCHASE ORDER

(Exercise 8.3.4 a & b)

WORKING WITH MATH ON THE COMPUTER

a. Demonstrate how to type "columns" on the computer, typing across or inserting after a "return" symbol

b. Students should do several math problems and then type their work on the computer. All their work should be shown. (Lines may be added later with a black pen.)

$$\begin{array}{r} 6,000 \\ \underline{-4,000} \\ 2,000 \end{array} \qquad \frac{2,000}{4,000} \qquad = \frac{1}{2} \quad 50\%$$

FILLING OUT FORMS
PURCHASE ORDER

Directions: Fill out the following purchase order requisitioning the following items. Be sure to specify appropriate quantity (box, package, bunch, gross, pound, case, etc.)

rubberbands #36042; paper clips #110-297; #10 envelopes #10-14423n; #6 3/4 envelopes #6-01032; Letterhead 8 1/2 x 11, 20 pound weight; #2 pencils (come in boxes of 20; memo pads 3 1/2 x 6 1/2 #66477.

PURCHASE ORDER
LUSTROX CORPORATION

Date: ____________________ Department: ____________________

Deliver to: Date required:

Item #	Quantity	Description	Unit Cost	Total Cost
			TOTAL	

Signed: ____________________ Special Instructions:

Approved: ____________________

SUPPLY LIST FOR LUSTROX CORPORATION
(To be used with Purchase Order Form)

#10 Envelopes	#10-14412n	$ 4.70	/ box
#10 Envelopes	#10-15677n	$ 6.80	/ box
Date/stamp pad	#10985	$ 3.35	/ refill
Dustcloth		$ 1.25	/ pkg.
#6 3/4 Envelopes	# 5-01035	$ 3.50	/ box
#6 3/4 Envelopes	# 6-01032	$ 4.70	/ box
Index Cards	#12445	$ 1.25	/ pkg.
Rubberbands	#36042	$ 1.20	/ box
Rubberbands	#37742	$ 1.80	/ box
Paper Clips	#110-297	$ 3.75	/ 12 boxes
Paper Clips	#111-298	$ 4.90	/ 12 boxes
Letterhead	8 1/2 x 11	$ 24.95	/ box
Letterhead	Baronial	$ 15.95	/ box
Ruler	wooden	$ 3.45	
#2 Pencils	20/box	$ 1.35	/ box
#3 Pencils	20/box	$ 1.35	/ box
memo pads	3 1/2 x 6 1/2	$ 2.25	/ dozen
scissors		$ 6.75	
Telephone message forms	12 pads	$ 5.50	

8.4

Week 8, Day 4
Theme: Accounting and Finance

HOUR 1: GETTING STARTED WITH A RESUME

a. Help students begin listing their credentials so that during the last week of class they can each create their own resume on the computer.

b. They should list all that they can for the following categories: objective, educational background, previous employment, related experience, skills, honors, community involvement, personal information.

HOUR 2: PRACTICE FOR A JOB INTERVIEW

a. Exercise 8.4.2

b. If possible have students answer some of the questions for a video camera so that they can see their body language when when answer the questions. Help them to critique each other paying special attention to eye contact, facial expressions, hand movements, how their legs are placed, how they sit in their chairs, etc.

HOUR 3: COMPUTER EXERCISE

Students should type their draft of the resume on the computer. Emphasize that it is only a draft. Later information will be added, deleted, and organized in proper format.

HOUR 4: KEYBOARDING PRACTICE

Students should continue at their own pace to complete requirements for their computer certificates.

8.4.2 ACTIVITY

QUESTIONS FOR A JOB INTERVIEW

Put the following questions on 3 x 5 cards and have students practice asking them of one another. For further practice, mock interviews can be practiced in front of a video camera to be critiqued by the class.

1. Why should the Lustrox Corporation hire you?
2. Tell me a little about yourself.
3. What jobs have you held in the past?
4. What jobs have you enjoyed doing?
5. Why do you want to work for Lustrox?
6. Do you have any special skills?
7. Do you have transportation to work?
8. What do you plan to be doing five years from now?
9. Which courses in school did you do best in?
10. Which courses did you dislike?
11. Would you be willing to travel?
12. Do you mind working overtime?
13. Do you want to work permanently or temporarily?
14. What personal characteristics do you have to make you a successful employee?
15. Do you like to work alone?
16. Do you have any hobbies?
17. Have you ever been fired from a job?
18. Do you like to work with people who smoke?
19. Do you have any family responsibilities which might keep you from coming to work?

8.5

Week 8, Day 5
Theme: Accounting and Finance

HOUR 1: SKILL MEASUREMENT WEEKS 7/8

HOUR 2: OUTSIDE SPEAKER

Obtain a speaker from a local source to inform students about services available to them. For example, someone from a local Private Industry Council office could speak about further training courses, job placement, or interviewing workshops. Some Private Industry Council branches offer internship programs for students to practice working before actually starting a job. If an outside speaker is not available, there are many films on interviewing techniques, job search, etc.

HOUR 3: CREATIVE COMPUTING

Have students create a card for an upcoming holiday on their computers. If there is no holiday in sight, have them create invitations to a class party. Software is available (i.e. Print Shop for the Apple computer) to make their graphics more professional.

SKILL MEASUREMENT WEEKS 7/8

I. Match the following vocabulary words.

_________1. cc:

_________2. RE:

_________3. Baronial style

_________ 4. posting

_________5. invoice

_________6. cashflow

a. letterhead usually used for personal notes

b. an itemized list of goods to be shipped to a buyer

c. carbon copies to

d. balance of money coming in and going out

e. "with reference to" or "as regards"

f. an item entered on a ledger or bill

II. Directions: Do the following math problems on scratch paper and enter your answers here.

1. 80% of 120 =

2. 20% of 500 =

3. 50% of 80 =

4. 120% of 250 =

5. 90% of 360 =

6. .8% of 30 =

7. 25% of 40 =

III. Directions: Change the following fragments to complete sentences:

1. half of the secretaries in Lustrox

2. put the call through to Texas

3. babysits on Saturdays for her niece

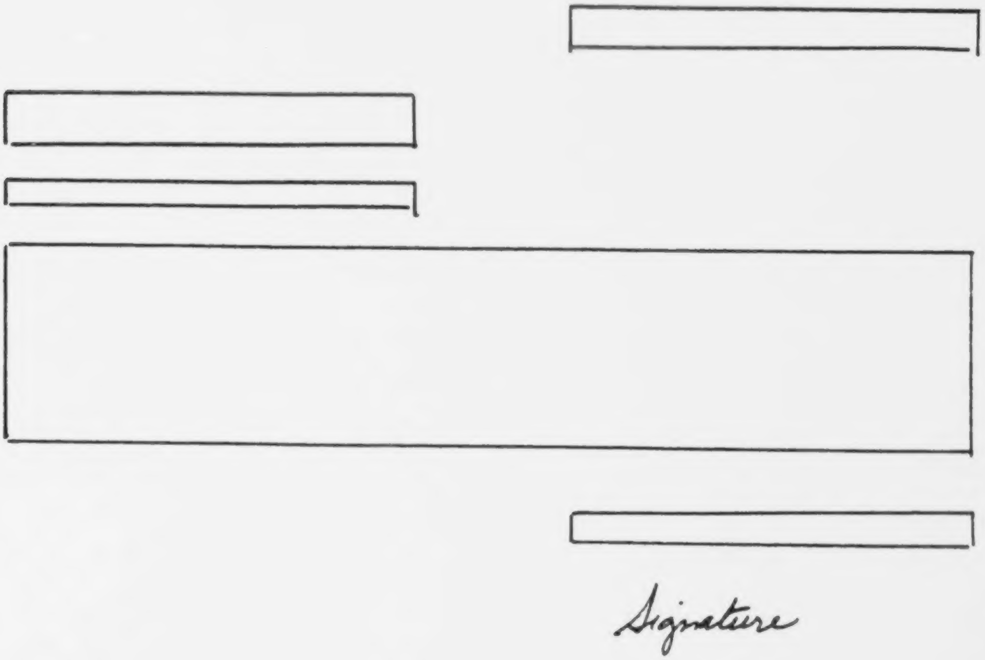
IV. Combine the following pairs of sentences to make better sentences.

1. Mr. Mitchell flew to Washington.
Mr. Mitchell attended a meeting while he was in Washington.

2. Sarah filed 150 letters.
Sarah typed 150 letters.

V. Directions: Label the parts of the letter by putting the number of each part in its appropriate box.

1. Complimentary close
2. Heading
3. Salutation
4. Body
5. Inside address



VI. What four items do you list as the heading for a memo?

a. ______________________

b. ______________________

c. ______________________

d. ______________________

VI. Parallelism.

a. Add adverbs to make this sentence parallel.

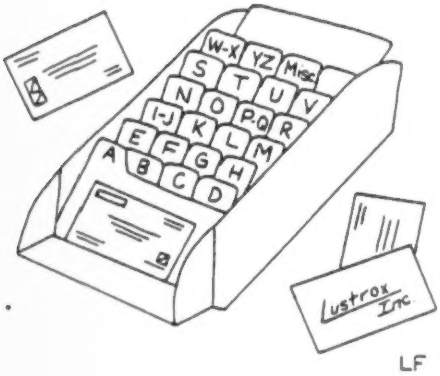
The secretary typed speedily,______________ and ____________.

b. Use adjectives to make this sentence parallel.

Mr. Mitchell hired a new secretary who is courteous,
_______________ and ______________.

c. Add nouns to make this sentence parallel.

The supply room was stacked with paper, ________________ ,
_________________________ , and ____________ .


W-X
YZ
Misc
S
T
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Lustrox Inc.
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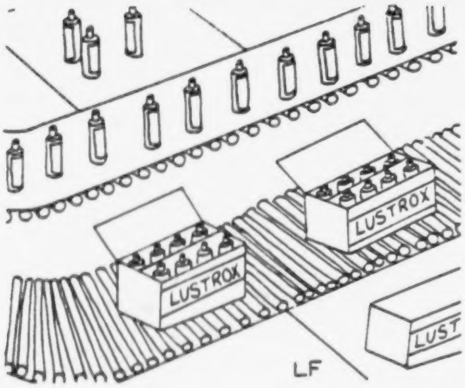
Week 9
Theme: Manufacturing



Competencies:

MathCompetencies:	Percents Computing simple interest
English Competencies:	Spelling and vocabulary Learning to eliminate dangling participles Practicing syllabification Learning to eliminate comma splice and run-on-sentence errors Editing excessive use of "and" from paragraphs Editing for errors in misplaced modifiers
Office Competencies:	Typing a letter Typing columns and centering Addressing and stuffing envelopes Learning to establish priorities
Field Trip:	Visit a local manufacturing plant

Special Materials: business envelopes (2 per student, lesson 9.5)

MANUFACTURING

Week 9 -- OVERVIEW

HOUR:	I	II	III	IV
Day 1:	Spelling and Vocabulary	Sentence Practice: Eliminating dangling participles	Writing Skills: Editing for misplaced modifiers	Keyboarding Practice: Columns and capitals
Day 2:	Percents	Punctuation and practice with syllabification	Keyboarding practice	Typing a letter
Day 3:	Field Trip: Manufacturing Plant		Practice Eliminating Comma Splice and Run-on Sentences	Keyboarding Practice
Day 4:	Computing Simple Interest		Writing Skills: Dialogue between worker and supervisor	Keyboarding Practice
Day 5:	Vocabulary quiz Presentation of dialogues Addressing and stuffing envelopes	Learning to Prioritize: In/Out basket	Editing for overuse of "and"	Keyboarding Practice

9.1

Week 9
Theme: Manufacturing

HOUR 1: SPELLING AND VOCABULARY (List 9.1.1)

Time can also be spent working on techniques for finding main idea and answering specific detail questions on standardized tests. Work with students to practice highlighting important details, to make notations in the margins of readings, and to thoughtfully analyze the questions before attempting to answer them.

HOUR 2: SENTENCE PRACTICE ELIMINATING DANGLING PARTICIPLES

(Exercise 9.1.2)

HOUR 3: PARAGRAPH PRACTICE ELIMINATING DANGLING MODIFIERS

On their computers, have students edit and type a paragraph containing errors in misplaced modifiers

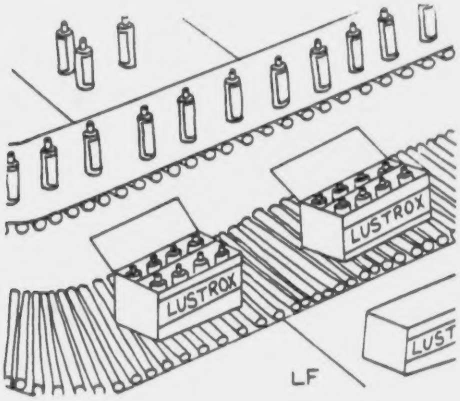
HOUR 4: KEYBOARDING PRACTICE

a. Review proper line-spacing for typing a letter

b. Students should do typing lesson 26, Pepe

9.1.1

Spelling and Vocabulary
Manufacturing
Week 9



downtime
Unions
overtime
strike
lawyer
telegram
mailgram
telex
express mail
facsimile machines
gross (gro.)
pound (lb.)
case
box
package
urgent
confidential
requisition
purchase order

Method: Present the vocabulary by having students copy the words from the board and by defining each one. Drill words in smaller groups of 7 - 10 each day. Have students use their neuro-linguistic programming to study the words they don't know. Reinforce the words which apply to each lesson as they occur. Quiz students on Friday with dictation. Then have them use 5 or 6 of the words in sentences or give definitions for them.

PRACTICE ELIMINATING DANGLING PARTICIPLES

Directions:	Rearrange the following sentences, change, or modify them in whatever ways are necessary to rid them of dangling modifiers.

1. Mr. Hornbee saw a man with an English Springer Spaniel driving to the conference.

2. The film negatives were hung on a line to dry by a photographer dripping wet.

3. Mr. Williams held up traffic on the interstate dropping the wrong token into the toll booth.

4. Walking up the stairs my ankle turned and I dropped the 100-page report.

5. Ms. Dunfield saw the UPS truck sitting in her office window.

6. Welcoming the regional managers, cheese and wine were served.

7. A copying machine was purchased for the mail room weighing about 900 pounds.

8. The secretary found the letter opener belonging to Mr. Williams lying in the wastebasket.

WEEK 9
THEME: Manufacturing

HOUR 1: CHANGING PERCENTS TO FRACTIONS OR DECIMALS AND FIGURING PERCENTS

a. Lecture on finding numbers when percents are given exercise 9.2.1a

b. Have students do exercise 9.2.1b

HOUR 2: PRACTICE WITH PUNCTUATION AND SYLLABIFICATION

a. Review rules for using the semi-colon and commas

b. Do exercises 9.2.2a + b

c. Present exercise warm-up 9.2.2c

d. Students should do exercise 9.2.2d

HOUR 4: KEYBOARDING PRACTICE

a Review procedures for the enclosure

b. Students should continue with their individualized programs, adding memos and two-paged reports as they are ready. Some will be able to do merge and layout in Displaywrite3 software.

c. Students should type the letter page 39, Pepe

CHANGING PERCENTS TO FRACTIONS OR DECIMALS

25% of Ms. Dunfield's take-home pay goes to pay her rent. If she earns $780.00 every two weeks, how much does she pay in rent?

$780.00 x 2 (for monthly take-home pay)

$\frac{1}{4} \times 1560 =$

or

$.25 \times 1560 =$

> To change a percent to a decimal, remove the % sign and move the decimal point 2 places to the left.

Directions: Change the following percents to decimals:

25%
36%
29%
45%
50%

97%
39%
57%
87%
92%

18%
12%
26%
31%
15%

Change the following percents to fractions:

25%
33.3%

10%
50%

75%
66.6%

PERCENTS

1. Mr. Mitchell bought a computer for $12,000.00. It was on sale for 10% off. How much was the original price?

2. Sales were up 32% last year in Henry's department. If sales were 13,000,000 last year, what were this year's sales?

3. Twenty dozen large boxes of paperclips for the company were purchased at $3.75 per box. There was a 10% discount and sales tax was 6%. How much did the company have to pay for the paperclips?

4. This year, employee attendance was up 25% at the plant. Last year for 1,600 employees, 4,250 sick days were recorded. How many sick days were recorded this year?

5. Lustrox Corporation charges its customers $48 per case for Hair Be Shiny Shampoo. It costs the company $22 per case for the product and $2.00 per case for the packaging. What is the profit per case?

6. Mr. Williams used only 65% of his last year's travel budget this year. Last year he spent $4,620. What did he spend this year?

PUNCTUATION

Directions: Place commas and semi-colons in the following sentences where they belong. Remember that a semi-colon separates two independent clauses. That is, there must be a subject and a verb on each side of the semi-colon; there will be no conjunction. A comma is used with two independent clauses _if_ you have a conjunction. Use a semi-colon to separate two independent clauses when there is a conjunction _only_ if there are other commas in the sentence.

1. Please answer my question your opinion is important.
2. If you pick it put it in a vase and you may put it in your room.
3. Mr. James Johnson Esq. won the election easily and will be an honest and fair representative.
4. There are however many secretarial jobs available if you have good English and computing skills.
5. The job will be filled by Barbara she had gone to the same high school as Rose.
6. I hope Janice will enjoy her new job but the first thing she must do is collect the paper pens and brass hooks to use at the meeting.
7. The first-period class chose to do warm-up exercises the last-period class preferred timed writings.
8. I hope you know when to use a semicolon and will use it with compound sentences when it is required.
9. Would you rather go to the exotic land of Egypt the dry land of Australia the cold land of the Arctic or the history-filled land of England?
10. I suppose the next Friday December 11 will be the best day.
11. A graduate needs to type a minimum of 45 words per minute however.
12. He made it sound like a difficult complicated problem to solve but resolved it very easily.

PUNCTUATION, continued...

15. Since two blank lines should follow a title the typist should triple space.

16. All tab stops should be set before column heading are typed.

17. As they should stand out column headings should be underscored or boldfaced.

18. One blank line should be left after column headings are typed.

19. Because accuracy is important you shouldn't rush through a tabulation problem.

20. When doing columns of numbers keep one hand on the number pod and one finger on the tab key.

21. When two complete sentences are joined by a conjunction a comma is placed before the conjunction.

22. Commas are used with parentheticals appositions introductory clauses and compound sentences.

23. A semicolon is put before the conjunction if a comma is used any place else in a compound sentence.

24. It is however a difficult rule to remember.

25. It may seem like a clear concise rule but may be difficult to understand.

26. If a parenthetical expression is in the sentence it should be set off by commas.

SYLLABIFICATION

DO NOT

-- separate a word unless it can be divided into standard syllables (check your dictionary)

NO	YES
bo- oth	booth

-- separate fewer than 3 letters from the rest of a word

NO	YES
creat- ed	created

-- put single-letter syllables on the lower line, keep them with the first part of the word

NO	YES
hol- iday	holi- day

-- divide a word with fewer than 5 letters

NO	YES
Ju- ly	July

-- divide contractions or abbreviations

NO	YES
can- 't	can't

-- divide dates or parts of a name

NO	YES
October 30,- 1987	October 30, 1987
John Miller,- PhD.	John Miller, PhD.

SYLLABIFICATION

Directions: By using hyphens, show where you would divide the following words into syllables. There may be more than one right answer. Choose what you feel is the best division. You may use dictionaries. Some should not be divided. Write those as they are.

Example: birthmark birth-mark

flashlight ____________________

crooked ____________________

conference ____________________

delegated ____________________

closely ____________________

executive ____________________

secretary ____________________

semipermanent ____________________

management ____________________

diet ____________________

Jan. 6, 1987 ____________________

switchboard ____________________

spouse ____________________

postage ____________________

envelope ____________________

evaluation ____________________

abbreviations ____________________

boardroom ____________________

department ____________________

overall ____________________

administration ____________________

supervisor ____________________

educational ____________________

files ____________________

Mr. Mitchell ____________________

illustration ____________________

print ____________________

dependents ____________________

software ____________________

alphabetical ____________________

application ____________________

duplicate ____________________

9.3

Week 9
Theme: Manufacturing

HOUR 1/2: FIELD TRIP TO A MANUFACTURING PLANT

Tour a local manufacturing plant. Do some studying about the facility before you go there. Students should fill out a questionnaire about their trip or write up their experience and type it on the computer. While there, point out to them any processes evident which would generate work for a clerical staff, i.e., tallies for the day which would be later put on spreadsheets.

HOUR 3: PRACTICE ELIMINATING COMMA SPLICE AND RUN-ON SENTENCES

Give students a paragraph to edit which contains errors in comma splice and run-on-sentences

HOUR 4: KEYBOARDING PRACTICE

a. Review how to make tabulation and format changes in "First Choice" software for the IBM PC

b. Students should do typing lesson 27, Pepe

9.4

Week 9
Theme: Manufacturing

HOUR 1: COMPUTING SIMPLE INTEREST

a. Lecture on computing simple interest

b. Students should do exercise 9.4.1

HOUR 2: WRITING SKILLS: GIVING AND RECEIVING DIRECTIONS

Students should work in pairs to write a dialogue between a worker and a supervisor. One should give instructions; the other should show clear understanding of those instructions.

a. Give students a model dialogue and practice it together

b. Assign pairs for writing

c. Help edit their work and give them time to practice their dialogue for presentation to the class the next day.

Suggested topics: How to use a photocopying machine, How to use a calculator, How to format a diskette, How to do format changes on the computer, How to set up a business letter

HOUR 4: KEYBOARDING PRACTICE

a. Review centering and "Caps" lock key

b. Students should do lesson 28, Pepe

9.4.1 EXERCISE

INTEREST

The formula for finding interest is I = PRT or Interest equals principal times rate times time. It is probably easiest to compute interest by using fractions because you can express months as fractions of years, percent over 100, and the rate over 1.

i.e. $200 for 6 months at 6% =

$$\frac{200}{1} \times \frac{6}{12} \times \frac{6}{100} =$$

Directions: Change the following parts of a year to fractions.

9 months

1 month

3 years

6 months

3 months

2 yrs. 6 months

18 months

1 year

2 years

Compute the interest for the following problems:

1. Lustrox Corporation borrowed $18,000 at 12% for 12 months. How much interest did it pay?

2. Hank Gregory borrowed $5000 from the Credit Union for a new car. He had to pay 8% per year interest for 36 months. How much interest did he pay?

3. Joel Johnson borrowed $1,300 for 12 months at 18% on his Master Charge. How much interest did he pay?

4. Saundra borrowed $3600 at 12% for 2 years and 6 months. How much interest did she pay?

9.5

Week 9
Theme: Manufacturing

HOUR 1: SPEAKING SKILLS: Have students present the dialogue they wrote the day before

PRACTICE ADDRESSING AND STUFFING ENVELOPES

a. Demonstrate how to address and stuff an envelope

b. Have Students show that they can properly address and stuff an envelope

HOUR 2: LEARNING TO PRIORITIZE: IN/OUT BASKET

a. Have students do the exercise on "Establishing Priorities" (9.5.2) Since there are no absolute answers, have them defend their answers and discuss their choices. There should be some consensus as to which definitely come near the beginning and which definitely come near the end.

HOUR 3: LEARNING TO ELIMINATE "AND-ITIS" FROM WRITING

a. Edit together with students some sentences containing too many "ands"

b. Discuss with them the ways to eliminate "and" from sentences (Warm-up exercise 9.5.3a)

c. Have students edit a letter containing excessive "ands" (Exercise 9.5.3b)

HOUR 4: KEYBOARDING PRACTICE

a. Review centering and making tabulation changes on the IBM PC

b. Have students do Typing lesson 29, Pepe

9.5.2 EXERCISE

ESTABLISHING PRIORITIES
IN/OUT BASKET

When you arrived at 9 a.m. for work, in your in-basket were the following. Arrange them in order of priority in terms of how you would handle them at the office. Number them 1 for the first job, 2 for the second, etc. The date is Nov. 6. On the right hand side of the page, note briefly why you would put one ahead of another. [To keep this worksheet neat, you might first work on scrap paper and then transfer your answers.]

______ a request from your boss to put in an order to maintenance to fix the broken leg of his credenza

______ a note from your boss asking you to set up airline reservations for his trip Nov. 19/20

______ an inter-office memo to be typed to the accounting department regarding a recent error in a posting for a bill

______ an invitation to lunch today from the secretary in Mr. Mitchell's office

______ a letter to be typed marked "urgent" from your boss to the president of Permaco

______ filing of copies of letters sent out yesterday

______ mail to be opened and distributed

______ 3 requests for check reimbursements for tuition from employees which must be in by Nov. 30

______ a proposal to be typed due Nov. 10

______ a note from your boss asking you to set up a meeting for that afternoon at 2 p.m. with Joel Johnson, Frank Wheeler, and Henry Hornbee

______ A request for you to send a copy of the Annual Report to a potential stockholder in California

"AND-ITIS"

The overuse of "and" in writing is a simple error to correct. Often one part of the sentence is subordinate to the other and so is better made into a complex sentence than a compound sentence. Sometimes a semi-colon can take the place of the "and". Or, frequently it is simply better to break the sentence into two smaller sentences.

Directions: Eliminate the overuse of "and" from the following sentences:

1. Mr. Mitchell stopped at the deli for roast beef sandwiches and arrived twenty minutes late for the meeting.

2. The conference room was decorated in gold and brown and was set up for twenty people around an oval walnut table.

3. In a few minutes time Mr. Williams recapped the sales meeting and there was no doubt about his displeasure and plans for future meetings.

4. Mr. Mitchell put 20,000 cases of shampoo "on hold" because someone had used the wrong dye in the batch and he didn't want any lawsuits against the company and have to go to court because usually the consumers won their lawsuits against large corporations.

9.5.3b EXERCISE

"AND-ITIS"

Directions: Using the three methods we have discussed to reduce "and-itis", edit the following letter and then type it on your computer.

(to Mr. Small at Permaco)

Several things have come to our attention lately as a result of some new quality control procedures and we want to call them to your attention and see if together we might be able to find some solutions. First, too many impurities have been left in the raw products which we have been purchasing from Permaco and rather than going through an additional filtering process here, we think it more efficient for you to reduce them on your end. We need no more than 85 parts per million. And also we are finding that the glue you are currently using is not adequate to hold labels to bottles when the temperature is over 80° and that that same glue is not sufficient for sealing cases of product.

Please forward your ideas on these matters immediately.

Regards,

Walter Mitchell
Vice President, Quality Assurance

Week 10
Theme: Secretary to the President

PRESIDENT
DUNFIELD
J. DUNFIELD
LF

Competencies:

Math Competencies:	Review percents Working with money
English Competencies:	Spelling and vocabulary Practice with homonyms Capitalization Punctuation Reading an airline schedule Practice proofreading and editing Writing skills: drafting a personal cover letter and a personal resume
Office Competencies:	Keyboarding Practice Learning to center on the IBM PC Typing an itinerary Introduction to titles of persons How to manage petty cash Typing a personal cover letter and a personal resume

SECRETARY TO THE PRESIDENT

Week 10 -- OVERVIEW

HOUR:	I	II	III	IV
Day 1:	Spelling and Vocabulary Introduction to homonyms	Introduction to capitalization	Capitalization exercises for the computer	Keyboarding Practice
Day 2:	Math: review	How to manage petty cash	Reading an airline schedule and typing an itinerary	Keyboarding Practice: typing an edited letter
Day 3:	Practice with punctuation		Drafting a personal resume	Keyboarding Practice: edit and type a posting for a bulletin board
Day 4:	Punctuation	Writing skills: Goals for the future	Typing a letter; Introduction to titles of persons	Keyboarding Practice: drafting a personal cover letter
Day 5:	Post test Certificates of Achievement		Post test IBM PC and keyboarding: typing a final copy of a cover letter and resume	

Week 10, Day 1
Theme: Secretary to the President

HOUR 1: SPELLING AND VOCABULARY (List 10.1.1)

PRACTICE WITH HOMONYMS

a. Drill with students the difference in meaning in the following homonyms:

celery, salary
weather, whether
too, two, to
accept, except
stationery, stationary
cereal, serial
forth, fourth
then, than
one, won
principle, principal

b. Have students do exercise 10.1.1b

HOUR 2: INTRODUCTION TO CAPITALIZATION

Present common rules for capitalization (10.1.2)

HOUR 3: CAPITALIZATION EXERCISES FOR THE COMPUTER

Students will edit a news release for errors in capitalization (10.1.4)

HOUR 4: KEYBOARDING PRACTICE

Students should continue with their individualized programs to work towards the achievement of their certificates

10.1.1

Spelling and Vocabulary
Secretary to the President
Week 10

PRESIDENT DUNFIELD
J. DUNFIELD
LF

annual report
budget
airline reservations
CEO
petty cash
disbursement
expenditure
agenda
acct. - account
ad. or adv.- advertisement
atty. attorney
bldg. - building
c/o - care of
C.O.D.- cash on delivery
dept.- department
ea. - each
enc. - enclosure
est. - established
inv. - invoice
memo. - memorandum
itinerary

Method: Present the vocabulary by having students copy the words from the board and by defining each one. Students should use their neuro-linguistic programming to study those words they don't know. Drill words in smaller groups of 7 - 10 each day. Reinforce the words which apply to each lesson as they occur. Quiz students on Friday with dictation. Then have them use 5 or 6 of the words in sentences or give definitions for them.

HOMONYMS

Directions: Choose the correct homonym from the pairs in the following sentences.

1. Mr. Mitchell was given a 5% raise in (celery, salary).

2. Please send the (cereal, serial) number of the photocopying machine to the insurance company.

3. (Whether, weather) or not they would come to the conference was the question.

4. "(Two, too, to) little (too, two, to) late", was his favorite expression.

5. Saundra was at the awards ceremony to (accept, except) the Employee of the Year Award.

6. Henry had trouble with (fourth, forth) grade because he hadn't learned speed-reading techniques.

7. If he doesn't get the report to me on time, (then, than) I surely can't type it by 5 p.m.

8. George, the mail room clerk, (won, one) the fall football lottery.

9. Please order new (stationary, stationery) for Mr. Williams.

10. The (principle, principal) here is more important than the end result.

RULES FOR CAPITALIZATION

1. First word of sentences or quotations
2. Names and titles
3. Days of the week, months of the year, holidays
4. Proper nouns, proper adjectives
5. Geographic places
6. Names of institutions and organizations
7. Important words in titles of literary words, newspapers and magazines

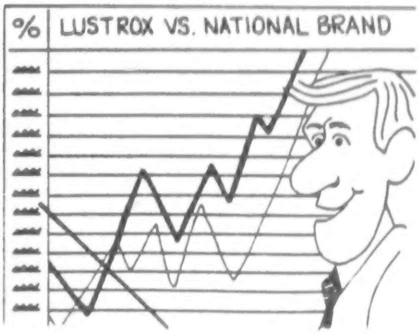
NEWS RELEASE
LUSTROX CORPORATION

Directions: Edit the following news release for errors in capitalization; type it on your computer; save it on your student diskette; and print it out.

The lustrox corporation is pleased to announce that mr. joseph lutts of hingham, massachusetts, will join the executive staff as manager of standards. married to janet sorben of freeport, maine, he and his wife have three sons.

a graduate of bowdoin college, mr. lutts attended the darden school of business and harvard law school.

mr. lutts will assume his new position january 1, 1988.



10.2

Week 10, Day 2
Theme: Secretary to the president

HOUR 1: MATH: REVIEW

Review for final test

HOUR 2: HOW TO MANAGE PETTY CASH

Students should do exercises 10.2.2a and 10.2.2b

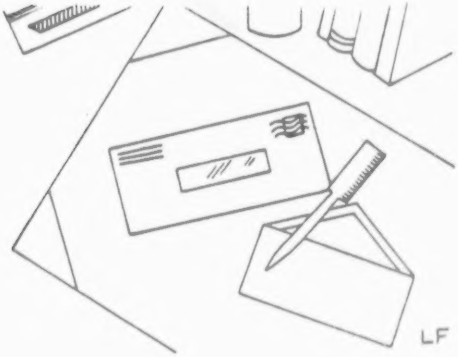
HOUR 3: READING AND AIRLINE SCHEDULE AND TYPING AN ITINERARY

a. Present sample itinerary on overhead transparency (10.2.3a)

b. Have students do Exercise 10.2.3b, reading an airline schedule and preparing an itinerary

HOUR 4: KEYBOARDING PRACTICE

Students should do typing lesson 30, Pepe, typing an edited letter



PETTY CASH

As secretary to Ms. Dunfield, you are responsible for the petty cash box. Each time you use cash, you must fill out a voucher. Since you are the only one who has access to the petty cash box, if it does not balance out at the end of the month, you are responsible.

Directions: Make vouchers for the following expenditures:

1. To Mail Express for extra postage due on a packet of papers from Permaco to Ms. Dunfield, $1.17, on November 23, 1987.

2. To the post office for 10 $.22 stamps, Dec. 3, 1987.

3. To Woolcorp for scotch tape, $1.39, (plus 6% tax) Dec. 4, 1987.

4. To Woolcorp for special tabs for a notebook, $2.57, (plus 6% tax) December 7, 1987.

5. and 6. Make two original petty cash vouchers for expenditures you think might come up in an office situation.

Petty Cash vouchers
10.2.2b

EXERCISE

PETTY CASH VOUCHER

NO. ________ Amount: ________

Date: ________________

For: ________________

____

Paid to:

____

Signature:

____

PETTY CASH VOUCHER

NO. ________ Amount: ________

Date: ________________

For: ________________

____

Paid to:

____

Signature:

____

PETTY CASH VOUCHER

NO. ________ Amount: ________

Date: ________________

For: ________________

____

Paid to:

____

Signature:

____

PETTY CASH VOUCHER

NO. ________ Amount: ________

Date: ________________

For: ________________

____

Paid to:

____

Signature:

____

PETTY CASH VOUCHER

NO. ________ Amount: ________

Date: ________________

For: ________________

____

Paid to:

____

Signature:

____

PETTY CASH VOUCHER

NO. ________ Amount: ________

Date: ________________

For: ________________

____

Paid to:

____

Signature:

____

SAMPLE ITINERARY

Itinerary for (full name)
Place
Dates

Day, date

Time	Details: reservations, events, flight information, car rental information, names of hotels, names of people to be met, meetings, etc.
Time	Details: reservations, events, flight information, car rental information, names of hotels, names of people to be met, meetings, etc.
Time	Details: reservations, events, flight information, car rental information, names of hotels, names of people to be met, meetings, etc.

Day, date

Time	Details: reservations, events, flight information, car rental information, names of hotels, names of people to be met, meetings, etc.
Time	Details: reservations, events, flight information, car rental information, names of hotels, names of people to be met, meetings, etc.

Special instructions, information, telephone numbers, etc.

10.2.3b EXERCISE

PREPARING AN ITINERARY

Ms. Dunfield has to give a speech, Friday, January 8, in San Francisco. Because of time changes, she wants to fly out the night before to be well rested. She will want a rental car in San Francisco. Her speech is to be at 10:00 a.m. at the St. Francis Hotel. She has a banquet to attend at 6:30 p.m. Friday night. Saturday she must be back in Bethlehem for a 2 p.m. wedding.

Directions: Choose her flights, make up the rest of the information which would pertain to her trip without changing any of the information provided above. Draft her itinerary, edit it, type it, save it, and print it out. Below you will find the airline schedule.

TO SAN FRANCISCO FROM BETHLEHEM AIRPORT				FROM SAN FRANCISCO TO BETHLEHEM AIRPORT			
Depart	Arrive	Flight	Stops	Depart	Arrive	Flight	Stops
750A	1140A	AL 412	1	715A	425P	AL 150	1
759A	1220P	UA 361	1	915A	905P	EA 724	1
455P	905P	AL 199	1	1005A	721P	UA 602	1
505P	915P	UA 789	1	1240P	950P	AL 135	1
				1115P	920A	AL 559	1

10.3

Week 10, Day 3
Theme: Secretary to the President

HOUR 1: PUNCTUATION

a. Lecture on the use of the comma and semi-colon

HOUR 2: PRACTICE WITH PUNCTUATION

a. Do with students exercises 10.3.2a and 10.3.2b

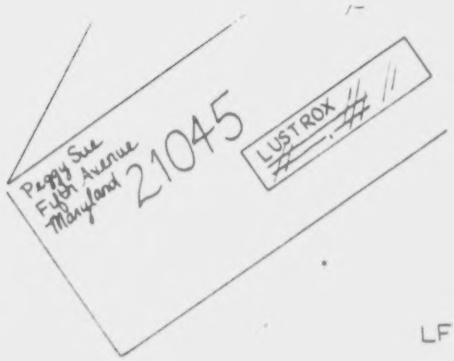
b. Have students write four original sentences -- two showing proper use of the comma in compound sentences and two showing proper use of the comma in a series. If there is time, ask them to use different series: a series with adjectives, a series with adverbs, a series with prepositional phrases.

HOUR 3: CREATING A PERSONAL RESUME

Students should polish their notes from 8.4.1 and type a rough draft of their resume on the computer

HOUR 4: KEYBOARDING PRACTICE

Students should edit and type a posting for the bulletin board for errors in punctuation and capitalization (Exercise 10.3.4)



LF

PUNCTUATING COMPOUND SENTENCES

Directions: Insert commas where they are needed. Remember, you must have a subject and a verb on each side of the conjunction to use a comma.

1. Mr. Mitchell went to Los Angeles and Mr. Williams went to New York.

2. Mr. Mitchell went to San Francisco and Mr. Williams to New York.

3. The secretary dusted the office each morning but she forgot to empty the ashtrays.

4. She was asked to complete the work by five o'clock or to work overtime.

5. She came to me for help but I could only refer her to someone who was an expert in the field.

6. She typed all of her letters and still found time to transcribe some of Ms. Dunfield's letters.

7. I suppose I must go to the staff party but I really don't feel like it.

8. He thought it was funny but she thought it was rather sad.

9. You should read a copy of our booklet and may find the answers to all your budget problems.

10. You can get the money you need for as long as you need it and you pay interest only during the time that you are using the money.

COMMAS IN A SERIES

Directions: Insert commas where they are needed. It is preferred that you use a comma before the conjunction in the series.

1. You can purchase workbooks pencils notebooks etc. in the college bookstore.
2. The office manager the personnel director and the executive secretary interviewed each of the applicants.
3. The machine should reproduce the material accurately quickly and attractively.
4. The answers were on pages 15 25 45 and 48.
5. The brochure includes a listing of houses apartments and offices that are for sale.
6. In an integrated business program you would have to take some business law some bookkeeping and some office machines.
7. The product's success was due to careful market research proper manufacturing techniques and effective advertising.
8. To maintain her job, she found it was necessary to be prompt courteous neat efficient and technically skilled.

10.3.4 EXERCISE

CHRISTMAS IS COMING!!

Directions: Edit the following bulletin for employees of the Lustrox Corporation for errors in capitalization and punctuation. Type it on your computer; save it on your student diskette; print it out.

TO: all employees of lustrox corporation

FROM: ms. dunfield

DATE: december 5 1987

RE: employee christmas bonuses and party

1) employees may pick up their ham, cheese, or fruit Christmas packages after 4 p.m. december 19 in the employees' lounge second floor. if you can't remember what you signed up for check in the personnel office before picking up your gift. thank you for your outstanding job this year.

2) the 29th annual christmas party will be held december 19 at 5:30 p m at the holiday hotel on sixth street. dress is semi-formal

please sign up in the employee dining room for the number in your party attending. family members are welcome.

cocktails will be served at 5:30 dinner at 6:30. there will be dancing from 9 until midnight to the music of freddy mitchell.
see you there

10.4

Week 10, Day 4
Theme: Secretary to the president

HOUR 1: PUNCTUATION

Students should do exercises 10.4.1a + b

HOUR 2: WRITING SKILLS:

Give students the topic of "what you hope to be doing in five years and what steps you will take to get there."

Have them brainstorm for ideas, draft a paragraph, and then write it paying close attention to use of transition words; overall organization; and creating a good beginning, middle, and end.

HOUR 3: TYPING A LETTER; INTRODUCTION TO TITLES OF PERSONS

a. Introduce some common titles and abbreviations for titles (Exercise warm-up 10.4.3)

b. Have students type the letter, page 39, Pepe, only have them change it to have it sent from Mr. Henry Hornbee, V.P. Sales and Marketing of Lustrox Corporation. They should also change anything in the letter to make it apply to the Lustrox Corporation. Ask them to be creative.

HOUR 4: KEYBOARDING PRACTICE

Students should create a draft of a cover letter to accompany their resume.

PUNCTUATION

Directions: Punctuate the following sentences.

1. I hope Rosa that you will be able to join us on Thursday January 8 1987.

2. When you go to New York New York please stop in to see John Simms Sr.

3. Helen do you run errands answer the telephone type and file in your job?

4. They asked Paul Krepicz M.D. to speak at a meeting on Friday June 9.

5. I think Bethlehem Pennsylvania is one of the prettiest towns in Pennsylvania.

6. However you may not agree when you see it Louise.

7. The secretaries discussed ordering supplies letter form and telephone techniques when they met on Thursday.

8. Their president Dolores led the discussion and kept the meeting moving along rapidly.

9. I think James Ellis Esq. is an excellent member of the firm and contributes a great deal.

10. I too hope you will have outstanding skills a pleasant personality and loyalty since you will be working for many years.

10.4.1b EXERCISE

PUNCTUATION REVIEW

Directions: Punctuate the following sentences with commas.

1. The awards celebration was set for the 15th of December next Tuesday.
2. December 15 1987 was set aside as a special day.
3. Speakers much to the benefit of all were brought in to explain what their agencies could do for all the students.
4. We figured though that there are 66 lines vertically on a piece of paper.
5. However there are 102 spaces across when elite type is used.
6. Mistakes in format changes will cause the title to be off-center unfortunately.
7. On the fourth of July Independence Day the fireworks will start at 9 p.m.
8. On the basis of that information we will unfortunately have to change our party.
9. The largest sea creature the whale weighs several tons.

TITLES OF PERSONS

Miss	
Ms.	
Mrs.	Missus
Mr.	Mister
Pres.	President
Dr.	Doctor
Rev.	Reverend **
V.P.	Vice President
Sen.	Senator
Gov.	Governor
Hon.	Honorable
Gen.	General
Adm.	Admiral
Lt.	Lieutenant

***Note: When used in addresses and accompanying a name, Rev. is never used alone. It is NOT an adjective. It should be written, The Reverend John C. Jones or The Reverend Mr. John C. Jones, NEVER Rev. Jones.

Honorable is for Senators, cabinet members, assemblymen, mayors; it, likewise, is written The Honorable Mr. John C. Jones.

Abbreviations for titles which come after the name. Use a comma after the name to separate the following:

Jr.	Junior
Sr.	Senior
Ph.D.	Doctor of Philosophy
A.B.	Bachelor of Arts
Ed.D.	Doctor of Education
D.D.	Doctor of Divinity
D.D.S.	Doctor of Dental Surgery
LL.D.	Doctor of Laws
M.D.	Doctor of Medicine
M.E.	Mechanical Engineer
M.S.	Master of Science
M.A.	Master of Arts

10.5

Week 10, Day 5
Theme: Secretary to the president

HOUR 1: POST TEST

Exercises 10.5 a, b, c, + d

HOUR 2: POST TEST IBM PC AND KEYBOARDING

Each student should complete a final version of a cover letter and resume to send to a prospective employer.

AWARDS CEREMONY TO AWARD CERTIFICATES OF ACHIEVEMENT FOR OUTSTANDING STUDENT, COMPUTER ACHIEVEMENT, AND COMPLETION OF COMPETENCIES.

HELP WANTED
HELP WANTED
LF

POST TEST

10.5.1a

VOCABULARY: Match the following meanings with the appropriate word. (2 each)

________	1. itinerary	a. a schedule for anticipated expenses or for adjusting expenses
________	2. budget	b. carbon copy
________	3. downtime	c. a list of arrangements for a specific business trip
________	4. purchase order	d. able to be read easily
________	5. invoice	e. an itemized list of goods to be shipped to a buyer
________	6. cc:	f. form to be filled out when you need to order supplies
________	7. legible	g. time when a machine is not operational

II. CAPITALIZATION AND PUNCTUATION: Capitalize and punctuate the following sentence: (10 points)

sarah typed all of the correspondence dated december 10 1987 and she still found time to make arrangements for mr williams trip to san francisco

III. SPELLING: Circle the word that is IMPROPERLY SPELLED. (1 each)

disastisfied	dissatisfied
coperation	cooperation
immature	imature

10.5.1b POST TEST

IV. Change the following fragments to sentences. (5 each)

sat in the employee's lounge

after cleaning out her desk

V. USAGE: Choose the correct word for the following sentences. (2 each)

1. John was (two, to, too) tired to go to work.

2. (Their, There, They're) employee picnic was postponed because of rain.

3. It is (I, me).

4. Give the report to (us, we).

VI. Multiple choice. (1 each)

_________ 1. "Dear John:" in a letter is known as the:

a. salutation
b. complimentary close
c. signature
d. heading
e. inside address

_________ 2. When bills come in and you need the financial department to pay them, you need to fill out a:

a. petty cash voucher
b. purchase order
c. check request form
d. W4-Form

_________ 3. What would be the best way to divide the following word if you were typing?

a. un-derstand
b. under-stand
c. und-erstand
d. unders-tand

_________ 4. What are the home keys on a calculator?

a. 4,5,6
b. 1,2,3
c. 7,8,9
d. 0 and plus sign

_____ 5. Which of these would you NOT find as a type of question on a standardized reading test?

a. main idea
b. inference
c. vocabulary
d. specific detail
e. spreadsheet

_____ 6. On what do you "save" your work when using a computer?

a. printer
b. diskette
c. menu
d. directory
e. student log

_____ 7. What are the home keys on a computer?

a. h and k
b. f and semi-colon
c. asdf ;lkj
d. return and spacebar
e. ctrl key

V. MATH: Compute the following (3 each)

9 percent of 60? _____

.25% of 80? _____

93.6 .234 _____

VI. Add the following numbers in a column (3 points)

967.53 + 432.41 + 643.42 + 356.78 = _____

VII. Match the following numbers with their parts of speech. (3 each)

1 2 3 4 5 6
Alan lost data on his computer.

_____ a. verb
_____ b. preposition
_____ c. subject/noun
_____ d. adjective
_____ e. direct object/noun
_____ f. noun/object of the preposition

10.5.1d POST TEST

VIII. Put the following words in alphabetical order: (1 each)

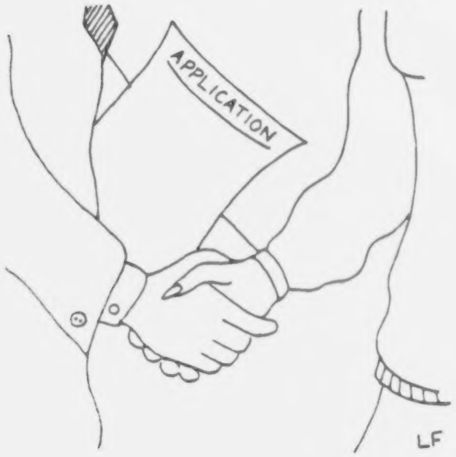
annual, airline, account, enclosure, agenda, budget

a. ______________________
b. ______________________
c. ______________________
d. ______________________
e. ______________________
f. ______________________

IX. Put the following numbers in descending order. (1 each)

4601, 4603, 4701, 4702, 4602, 4703

a. ____________________
b. ____________________
c. ____________________
d. ____________________
e. ____________________
f. ____________________



APPENDIX 1

SUGGESTED TEXTS FOR SUPPLEMENTARY WORK

KEYBOARDING

Curran, Michael and Gerald K. White. INFO-SERVICES -- A TYPING PRACTICE SET. New York: Gregg Division, McGraw-Hill Book Company, 1987.

Pepe, Philip. PERSONAL TYPING/30. New York: Gregg and Community College Division/McGraw-Hill Book Company, 1974.

LANGUAGE SKILLS

THE CAMBRIDGE PRE-GED PROGRAM IN LANGUAGE SKILLS, New York: Cambridge, the Adult Education Company, 1983.

CAMBRIDGE EXERCISE BOOK IN LANGUAGE SKILLS. New York: Cambridge, the Adult Education Company, 1983.

MATHEMATICS

THE CAMBRIDGE PRE-GED PROGRAM IN MATH SKILLS. New York: Cambridge, the Adult Education Company, 1983.

READING

COPING. [Levels D and E] Violet M. Malone, Editor. Glenview, IL: Scott, Foresman and Company, 1981.

THE CAMBRIDGE PRE-GED PROGRAM IN READING SKILLS. New York: Cambridge, the Adult Education Company, 1983.

THE CAMBRIDGE EXERCISE BOOK IN READING SKILLS. New York: Cambridge, the Adult Education Company, 1983.

WRITING

Shea, Gail. THE WRITE STUFF. Ontario: Contemporary Books, Inc., 1985.

COMPETENCY MEASUREMENT
PRE-VOCATIONAL SKILLS
SUMMARY

Student Name: ____________________

Social Security Number: ____________________

Semester Enrolled: ____________________

Instructor: ____________________

Pre-Test Score: ____________________

Skill Measurement Weeks 1/2: ____________

Skill Measurement Weeks 3/4: ____________

Skill Measurement Weeks 5/6: ____________

Skill Measurement Weeks 7/8: ____________

Post-Test Score: ____________

General Competency	Possible Score	Minimal Score	Actual Score	Competency Achieved		Comments
	To achieve competency			YES	NO	
Grammar and Usage	116	58				
Office Skills	96	48				
Writing	72	36				
Math	48	24				
Reading	44	22				
Keyboarding/Computer	44	22				
Listening/Speaking	32	16				
Personal Characteristics	16	8				
TOTAL	468	234				

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH SKILLS: GRAMMAR AND USAGE
WEEK 1/2

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
__________	a. Spell accurately the words presented this week relating to the world of work	90% accuracy on weekly test	1.5.1
__________	b. Identify basic parts of speech	Be able to label all the words in several random simple sentences	1.3.1 a-j 1.5.2 a+b 2.1.3+4 2.5.3 2.5.4 b

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH SKILLS: GRAMMAR AND USAGE
WEEK 3/4

SCORE	INDICATOR DEMONSTRATE ABILITY TO:	BENCHMARK	COMPETENCY NUMBER
____________	c. Spell accurately the words presented this week relating to the world of work	90% accuracy on weekly test	3.1.1 4.1.1
____________	d. Identify and use adverbs properly	Students can change adjective form into adverb form and identify adverbs in simple sentences	3.1.2 a+b
____________	e. Identify and change sentence fragments into meaningful sentences	Students can write complete sentences from fragments	3.3.1 a+b
____________	f. Identify indirect objects	To accurately complete an exercise to demonstrate this	3.3.2
____________	g. Use proper subject/verb agreement with compound subjects	70% accuracy on bi-weekly post tests or two levels higher than entry level	3.5.1 3.5.2 a+b 4.3.2 a+b
____________	h. Identify and use proper singular and plural forms of nouns and pronouns	70% accuracy on bi-weekly post tests or two levels higher than entry level	4.1.2
____________	i. Use proper verb tenses and verb endings	By accurately completing classroom exercises with past tense and present perfect tense	4.3.1 c-e

Measurement Scale:
0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH SKILLS: GRAMMAR AND USAGE
WEEK 5/6

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	j. Spell accurately the words presented this week relating to the world of work	90% accuracy on weekly test	5.1.1 6.1.1
____________	k. Identify verbals in sentences and punctuate verbal phrases	By successfully completing a classroom exercise	5.1.2 a-c
____________	l. Use subject and objective pronouns properly	By identifying them and their usage in sentences	5.3.2
____________	m. Use demonstrative pronouns effectively	Completion of oral demonstration and written exercise	5.5.1
____________	n. Use proper punctuation for parentheticals, appositives and possessives	70% accuracy on classroom exercises and bi-weekly test	6.1.2 a+b 6.2.1
____________	o. Identify the possessive forms of nouns and pronouns	70% accuracy on classroom exercise	6.4.1 a-d

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH SKILLS: GRAMMAR AND USAGE
WEEK 7/8

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	p. Spell accurately the words presented this week relating to the world of work	90% accuracy on weekly test	7.1.1a 8.1.1
____________	q. Recognize errors in number	By choosing a singular verb for a singular subject and a plural verb for a plural subject	7.1.2d
____________	r. Identify and use compound sentences	By accurately completing a worksheet	7.5.1
____________	s. Recognize and correct errors in parallelism	By correcting a paragraph containing errors in parallelism	7.5.2 7.5.3
____________	t. Punctuate restrictive and non-restrictive clauses	80% accuracy on a worksheet	8.1.2

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH SKILLS: GRAMMAR AND USAGE

WEEK 9/10 (part 1)

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	u. Spell accurately the words presented this week relating to the world of work	90% accuracy on weekly test	9.1.1
____________	v. Change sentences with dangling participles into meaningful sentences	Complete accurately a classroom exercise	9.1.2
____________	w. Use semi-colons properly	By accurately completing a classroom exercise	9.2.2a+b
____________	x. Divide words properly into syllables	By completing a worksheet and demonstrating proper syllabification while typing an original letter and an original memo	9.2.2c+d
____________	y. Eliminate comma splice and run-on sentences from a simple paragraph	By editing sentences and a paragraph to create grammatically correct sentences	9.3.3

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH SKILLS: GRAMMAR AND USAGE
WEEK 9/10 (continued)

DEMONSTRATE ABILITY TO:

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
____________	z. Be familiar with common homonyms	Accurate use in class exercise	10.1.1b
____________	A. Use capitalization effectively	70% accuracy on editing a news release for errors in capitalization	10.1.4 10.3.4
____________	B. Use punctuation effectively	80% accuracy distinguishing a compound sentence from a compound subject	10.3.2a+b 10.3.4 10.4.1a+b
____________	C. Be familiar with common titles used for persons	Students can recognize abbreviations used for titles and know where to look up information when necessary	10.4.3

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - OFFICE SKILLS
WEEK 1/2

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	a. Knowledge of appropriate telephone etiquette	By participating in role play to demonstrate politeness, good grammar, and repetition of important information	1.1.3 a-c
____________	b. Familiarity with a PBX telephone system	By reporting on the methods used by a switchboard operator to transfer calls after a field trip to the switchboard operator	1.3.4
____________	c. Fill out a basic form	By demonstrating knowledge of personal information necessary for an application form	1.4.2 a+b
____________	d. Be familiar with mail sorting procedures	By sorting mail into appropriate categories	1.4.3 a+b
____________	e. Follow Directions	By writing directions accurately for another person to follow, and by following directions written by another person	1.5.3
____________	f. Be familiar with Mail Room operations	By completing a questionnaire after a field trip to the mail room	2.3.4
____________	g. Be familiar with Central Duplicating operations	By completing a questionnaire after a field trip to Central Duplicating	2.3.5

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - OFFICE SKILLS
WEEK 3/4

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
________	h. Sort by category	By sorting accurately four pages of data into three specific categories	3.3.3
________	i. Sort numerically 1	By demonstrating accuracy in sorting four pages of addresses by zip code number	3.4.3
________	j. Sort alphabetically	By demonstrating accuracy in sorting four pages of addresses demanding speed in alphabetic filing	3.5.3
________	k. Fill out check request form accurately	By completing an exercise to determine amount of request and completing form properly	4.4.2 a-c

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - OFFICE SKILLS
WEEK 5/6

SCORE	INDICATOR	COMPETENCY BENCHMARK	NUMBER
	DEMONSTRATE ABILITY TO:		
______	l. Sort numerically 2	By demonstrating accuracy in sorting a column of percents in descending order	5.1.3
______	m. Use a photocopying machine	By performing 3 basic functions on the machine and producing a finished copy	5.2.3
______	n. Create standard file labels	By making file labels according to the form requested	5.4.2

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - OFFICE SKILLS
WEEK 7/8

SCORE	INDICATOR	COMPETENCY BENCHMARK	NUMBER
	DEMONSTRATE ABILITY TO:		
____________	o. Identify and use properly the parts of the letter	By demonstrating this in an original letter	7.1.2a - c
____________	p. Type a short memo	By typing on the IBM PC a short memo using correct form	7.3.3
____________	q. Use an inter-office mail envelope	By sending copies of a memo to someone in the fictitious corporation used for class purposes	7.3.3
____________	r. Sort numerically	By completing a timed exercise on numeric filing	8.2.2b
____________	s. Fill out a purchase order	By choosing appropriate supplies from a list and filling out a purchase order form accurately	8.3.4a + b
____________	t. Practicing questions for the job interview	By answering for each other (on video if possible) some questions most commonly asked in job interviews	8.4.2

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - OFFICE SKILLS
WEEK 9/10

SCORE	INDICATOR	COMPETENCY BENCHMARK	NUMBER
	DEMONSTRATE ABILITY TO:		
____________	u. Type a letter	By typing on the IBM PC a form letter and an original letter	9.2.4
____________	v. Address and stuff an envelope	By demonstrating this skill to their instructor	9.5.1
____________	w. Learn to prioritize	By completing an "In/Out Basket" exercise	9.5.2
____________	x. Fill out a petty cash voucher	By demonstrating this with 4 properly filled out forms for petty cash requests	10.2.2a+b

Measurement Scale:

- 0 - No evidence of learning
- 1 - Partial learning achieved
- 2 - Fair achievement of competencies
- 3 - Good demonstration of competencies
- 4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: WRITING
WEEK 3/4

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____	a. Write meaningful sentences	By demonstrating ability to change fragments into complete sentences	3.3.2
____	b. Phrase questions appropriately in writing	By writing questions for an interview situation	4.3.2
____	c. Write directions clearly and succinctly	By writing a dialogue between a worker and a supervisor relating to a work problem	

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: WRITING
WEEK 5/6

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	d. Write a letter	By writing, typing and printing an original letter per "boss's" instructions	5.3.3
____________	e. Edit a paragraph for errors in subject/verb agreement	By editing such a paragraph effectively as determined by instructor	5.5.3
____________	f. Write an advertisement for a newspaper	By writing an ad for a fictitious product for the fictitious company used for class purposes	6.1.3
____________	g. Write a summary of an oral presentation	By summarizing accurately the main idea and subordinate ideas in writing after listening to a tape	6.2.3
____________	h. Edit a paragraph for errors in pronoun agreement	By editing such a paragraph effectively as determined by instructor	6.3.3
____________	i. Edit a paragraph for errors in proper use of personal pronouns	By editing such a paragraph effectively as determined by instructor	6.5.3

Measurement Scale:
- 0 - No evidence of learning
- 1 - Partial learning achieved
- 2 - Fair achievement of competencies
- 3 - Good demonstration of competencies
- 4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: WRITING
WEEK 7/8

DEMONSTRATE ABILITY TO:

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
____________	j. Proofread and edit a simple paragraph with common errors	70% accuracy on a bi-weekly post test	7.1.3
____________	k. Create effective complex sentences	By completing exercises demonstrating effective use of simple subordinate clauses	7.2.3
____________	l. Recognize the difference between compound elements	By combining elements into either compound subjects or compound sentences	7.3.1
____________	m. Write an office memo	By writing a memo per instructions with a good topic sentence, 3 supporting arguments and a final recommendation	7.3.3
____________	n. Write a succinct, well-organized paragraph	As approved by instructor	7.4.1
____________	o. Edit a paragraph for errors in parallelism	By editing such a paragraph effectively as determined by instructor	7.5.3

Measurement Scale:

- 0 - No evidence of learning
- 1 - Partial learning achieved
- 2 - Fair achievement of competencies
- 3 - Good demonstration of competencies
- 4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: WRITING
WEEK 9/10

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
________	p. Edit a paragraph for errors in use of misplaced modifiers	By editing such a paragraph effectively as determined by instructor	9.1.3
________	q. Eliminate skillfully the overuse of "and" from a simple paragraph	To be determined by instructor from student worksheet	9.5.3a+b
________	r. Edit a paragraph for comma errors	By editing such a paragraph effectively as determined by instructor	10.3.3

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - MATH
WEEK 1/2

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
______	a. Be able to write out cardinal and ordinal numbers	By completing accurately an exercise after a drill	1.2.1 c
______	b. Be able to add, subtract, multiply and divide	Score of 75% on pre- or post test	
______	c. Be able to add and subtract fractions	By demonstrating accuracy in doing computation exercises and by interpreting hours, fractions of hours, pay and overtime pay on a time-card exercise	2.2.3 a-c 2.4.3 a-e

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - MATH
WEEK 3/4

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	d. Be able to multiply fractions	By demonstrating accuracy in multiplying fractions and mixed numbers	3.2.2 a+b
____________	e. Be able to divide fractions	By completing properly computational skills in division problems and word problems involving fractions	3.4.3 a+b
____________	f. Be able to add and subtract decimals	By completing word problems involving decimals (90% accuracy)	4.4.1

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - MATH
WEEK 5/6

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
________	g. Be able subtract decimals	By demonstrating accuracy in ordering supplies	5.2.1 a+b
________	h. Be able to multiply decimals	Score of 75% classroom exercises or 2 levels higher than entry level on skill measurement test	5.4.1
________	i. Be able to divide decimals	Score of 75% on classroom exercise or 2 levels higher than entry on bi-weekly test	6.2.1 6.4.1

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - MATH
WEEK 7/8

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
___________	j. Be able figure a simple cash discount	By accurately solving problems presented on a worksheet	8.2.2a

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - MATH
WEEK 9/10

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	k. Change a percent to a decimal and be able to find a number when a percent of it is given	By recognizing from word problems the processes involved and solving them accurately	9.2.1a+b
____________	l. Be able to compute simple interest	Score of 75% on "Measuring Progress" test in math text or 2 levels higher than entry level	9.4.1

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: READING
WEEK 1/2

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
________	a. Read and interpret information from the telephone directory	By completing a worksheet on time zones and area codes	1.2.4
________	b. Read and follow directions sequentially	By following directions in sequential order to find a specific location within the facility	1.5.3
________	c. Read and interpret the Zip Code Directory	By completing a worksheet accurately with questions involving the use of different sections of the zip code directory	2.5.4a

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: READING
WEEK 3/4

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
________	d. Locate main ideas and subordinate ideas when reading	By using a highlighter effectively when reading texts and printed material presented in the course as determined by instructor	throughout
________	e. Understand what to expect on standardized reading tests	By demonstrating competency answering vocabulary questions, main idea questions, inference questions, and finding specific details when reading as determined by a classroom exercise	4.1.2
________	f. Read and interpret want ads from a local newspaper	By reiterating information on how, where and when to apply for a specific job as well as to identify those qualifications necessary for a job	4.2.1 a-c

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: READING
WEEK 5/6

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
__________	g. Read for Information: Finding Main Idea	By being able to represent the main idea and subordinate ideas of an article proportionately in the form of a pie chart on poster board and to defend those representations to the class	6.5.2

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: READING
WEEK 7/8

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	h. Use speed-reading techniques to improve comprehension	By improving under timed conditions using speed-reading techniques presented	7.2.1
		By logging 1 hour in the reading/writing lab on the speed-reading machines	7.2.4
____________	i. Read for Information: Finding specific details	By being able to recognize and explain answers to specific detail questions after class readings	8.3.2

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: READING
WEEK 9/10

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	j. Read and interpret charts and graphs: with an emphasis on airline and train schedules	By being able to make an itinerary for specified travel with the most efficient air service available	10.2.3a+b
____________	k. Read and interpret instructions accurately	Follow instructions accurately on the majority of worksheets assigned	throughout

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - OFFICE SKILLS -- KEYBOARDING AND COMPUTER FUNCTIONS
WEEK 1/2

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
__________	a. Use proper fingering on calculator and computer number pod	By adding 3 columns of numbers using proper fingering	1.4.1
__________	b. Use a variety of software	By logging 5 or more software programs for the Apple II	2.1.1 b

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - OFFICE SKILLS -- KEYBOARDING AND COMPUTER FUNCTIONS
WEEK 3/4

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
________	c. Use a blank diskette	By formatting a non-bootable diskette and saving daily work on it	3.1.3 b
________	d. Type with proper fingering	Type a 100 words using proper fingering on the IBM PC	3.1.4 - 10.5.4
________	e. Print using computer	By printing one page from the IBM PC commands without instructor assistance	4.1.3
________	f. Type a letter	By typing and printing out a sample letter	4.3.2b 4.5.3

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - OFFICE SKILLS -- KEYBOARDING AND COMPUTER FUNCTIONS
WEEK 5/6

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
__________	g. Format proper tabulation changes on the computer	By creating a page with tabulation and format changes on the IBM PC	5.3.4
__________	h. Type decimals numbers in columns	By typing an accurate page using computer decimal-tab set up	5.4.3
__________	i. Set up a letter, edit it, retrieve it, re-edit it and print it out	By typing a letter with multiple editing changes and printing three different versions of it without instructor assistance within an hour's time. Perfect final copies must be submitted.	6.2.3
__________	j. Input data on a spreadsheet	By using "Spreadsheet" in First Choice software for the IBM PC to input travel data for employees	6.4.3

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - OFFICE SKILLS -- KEYBOARDING AND COMPUTER FUNCTIONS
WEEK 7/8

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	k. Type columns and center properly with the computer	By typing three columns with a heading	8.2.3

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: LISTENING/SPEAKING
WEEK 1/2

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
________	a. Interview someone with questions appropriate for a public introduction	By interviewing a classmate prior to introductions	1.1.1
________	b. Introduce someone with language and mannerisms appropriate for a public introduction	By introducing a classmate to the rest of the class	1.1.1
________	c. Transmit a message	By participating in dialogues and role-playing exercises dealing with common situations over the telephone	1.1.3 b+c
		By listening to taped phone messages and transcribing them accordingly onto appropriate forms	1.2.3 a-d

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: LISTENING/SPEAKING
WEEK 3/4

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	d. Give and receive directions clearly, politely, and accurately	By presenting their written dialogue between a supervisor and a worker to clarify directions on an office project	4.5.1

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: LISTENING/SPEAKING
WEEK 5/6

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
	e. Listen for main idea	By accurately summarizing a tape or recorded message and taking notes while it is being played	6.2.2
	f. Ask questions of one in authority	By asking questions and gathering information pertinent to doing classroom exercises; by phrasing questions appropriate to one's work supervisor in order to complete problem solving class exercises	throughout
	g. Listen actively and attentively	By being able to repeat and to ask questions based on information being presented	throughout

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - ENGLISH: LISTENING/SPEAKING
WEEK 7/8

SCORE	INDICATOR	BENCHMARK	COMPETENCY NUMBER
	DEMONSTRATE ABILITY TO:		
____________	h. Give a short presentation in front of an audience	By researching, organizing and finally presenting a 3 - 10 minute speech on a topic relevant to office or clerical work	7.5.1

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

SPECIFIC COMPETENCY - PERSONAL CHARACTERISTICS

SCORE	INDICATOR	BENCHMARK
	DEMONSTRATE ABILITY TO:	
____________	a. Be punctual	By coming to class on time
____________	b. Be dependable	By calling in when ill By completing assignments as asked
____________	c. Be neat	By demonstrating legible handwriting By showing carefulness and pride in daily work
____________	d. Be well groomed	By demonstrating cleanliness in personal habits

Measurement Scale:

0 - No evidence of learning
1 - Partial learning achieved
2 - Fair achievement of competencies
3 - Good demonstration of competencies
4 - Superior demonstration of achievement of competencies

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